December 2017

# Report on the Quality Assurance of the DHET November 2017 Examinations and Assessment: National Certificate (Vocational) and Report 190/191: Engineering Studies N2-N3

UMALUSI

Council for Quality Assurance in
General and Further Education and Training

# REPORT ON THE QUALITY ASSURANCE OF THE NOVEMBER 2017 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING EXAMINATIONS AND ASSESSMENT

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UMALUSI

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# FOREWORD

As Chief Executive Officer of Umalusi, the Council for Quality Assurance in General and Further Education and Training, it gives me great pleasure to present a consolidated report on the quality assurance of the 2017 exit examinations.

Umalusi takes pride in the great strides that have been made in the quality assurance of assessment and examinations in this sector over the past few years.

By virtue of the General and Further Education and Training Quality Assurance Act, Umalusi undertakes to quality assure these national qualifications and does so through a rigorous process of reporting on each of the assessment processes and procedures. Umalusi judges the quality and standard of examinations by determining the level of adherence to policy in implementing examination related processes; the cognitive challenge of examination question papers; the appropriateness and weighting of content in question papers in relation to the syllabus/curriculum; the quality of the presentation of examination question papers; the efficiency and effectiveness of systems, processes and procedures in the monitoring of the conduct of examinations; the quality of marking; and the quality and standard of internal quality assurance processes within the assessment body.

Quality assurance activities conducted in 2017 generally mirrored those of past years. However, the process was streamlined and improved and certain new activities were included. The following quality assurance measures were taken in 2017:

- Moderation of question papers;
- Monitoring of assessment bodies' state of readiness to conduct, administer and manage the examinations;
- Moderation of assessments conducted at sites of learning;
- Verification of marking; and
- Standardisation and statistical moderation of results.

Umalusi has established a set of criteria for compliance with each of the abovementioned processes. In order to ensure that these criteria are in line with current trends in assessment and examinations, they are subjected to constant review and refinement.

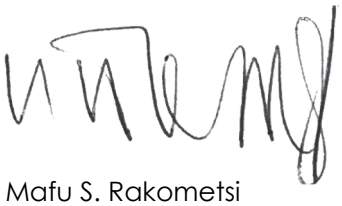
A significant improvement has been observed in the administration of the exit examinations over the past few years and there is ample evidence to confirm that the assessment bodies continue to strive to improve systems, processes and procedures related to the examinations. However, despite these improvement initiatives, there are critical aspects that require attention in the coming year.

Umalusi will continue to ensure that the quality, integrity and credibility of the exit examinations for the qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) are maintained and will continue in its endeavours to create an assessment system that is equivalent to international systems.

Taking into consideration evidence from reports by Umalusi's team of external moderators and monitors, together with the deliberations and conclusions of its Assessment Standards

Committee, the Executive Committee of Umalusi's Council concluded that the quality assurance processes undertaken for these examinations were generally conducted in a professional, fair and reliable manner and that the results could be regarded as credible.

Umalusi would like to take this opportunity to thank all its stakeholders for their cooperation and support in each of the quality assurance processes undertaken to ensure the credibility of the 2017 examinations.



Dr Mafu S. Rakometsi
29 December 2017

# EXECUTIVE SUMMARY

As mandated by the General and Further Education and Training Quality Assurance Act (Act No. 58 of 2001, as amended in 2008), Umalusi conducts quality assurance of all assessment processes at exit-points for all qualifications registered on the General and Further Education and Training Qualifications Sub-framework. The quality assurance processes include the following:

- Moderation of question papers;
- Moderation of internal assessment;
- Monitoring of all phases of the examinations;
- Standardisation of marking guidelines;
- Verification of marking;
- Standardisation and resulting; and
- Approval of the release of results.

The findings from these quality assurance processes enable members of its Council to decide whether Umalusi should accept and ratify the results of the examinations, or not. The acceptance of results leads to the certification of students.

This report contains information on the following quality assurance processes followed for the National Certificate (Vocational) and the Report 190/191 Engineering Studies N2 and N3 November 2017 examinations:

- Moderation of question papers (Chapters 1 and 9);
- Moderation of internal continuous assessment portfolios (Chapters 2 and 10);
- Moderation of conduct of integrated summative assessment tasks (Chapter 3);
- Selection, appointment and training of marking personnel (Chapters 4 and 11);
- Monitoring of the state of readiness to conduct the examinations (Chapter 16)
- Monitoring of writing (Chapter 17);
- Marking guideline discussions (Chapters 5 and 12);
- Monitoring of marking (Chapter 18);
- Verification of marking (Chapters 6 and 13);
- Standardisation and resulting (Chapters 7 and 14);

Chapters 8 and 15 concern the current state of certification (up to the end of November 2017) of student achievement for the NC(V) and Report 190/191 Engineering Studies N2 and N3 subjects/instructional offerings.

Each chapter of the report indicates the scope and approach, findings, areas of compliance, areas of non-compliance, and provides directives for compliance and improvement. Where applicable, comparisons are made with the November 2016 examinations.

Chapters 1 and 9 of the report deal with moderation of question papers. Umalusi conducts external moderation of examination question papers and marking guidelines to ensure that standards are maintained. The moderation of question papers is a critical quality assurance process, and ensures that examination papers are relatively fair, valid and reliable. The

moderation process also ensures that question papers are presented in the appropriate format and are technically correct.

The purpose of these chapters are is to provide an overview of the standard and quality of the externally moderated question papers received from the assessment body. The chapter summarises the findings of the analysis of external moderator reports on the moderation of question papers and the accompanying marking guidelines. These two chapters are based on the initial moderation reports, before any engagement with internal moderators to address the identified anomalies.

Chapters 2 and 10 focus on the moderation of internal continuous assessment (ICASS) portfolios as evidence of the internal assessment process conducted at the sites of learning. It is extremely important to moderate these portfolios since internal assessment carries the same weight as the external examinations in the vocational subjects of the NC(V), and 40% in the Report 190/191 Engineering Studies instructional offerings. Umalusi verified compliance with the stipulations of the ICASS Guidelines for both the NC(V) and Report 190/191 subjects/ instructional offerings.

The focus of Umalusi's quality assurance for NC(V) was on the effective implementation of the standardised tasks (Level 3 and 4) in the vocational subjects, the quality of the practical tasks in the Level 2 vocational subjects and the practical tasks in the fundamental subjects (Levels 2, 3 and 4).

Chapter 16 reports on the state of readiness of the DHET to conduct the November 2017 examinations. The aim of this process is to confirm that the necessary systems and processes are in place for the effective conduct of all phases of the examinations. The assessment body must ensure the credible conduct, administration and management of the examinations.

Chapters 17 and 18 deal with the monitoring of the conduct, administration and management of examinations. This includes the identification and management of all types of irregularities that might occur during the writing of the examinations. Umalusi's role during the writing of examinations is to check adherence to policies on the conduct, administration and management of examinations.

Umalusi deployed monitors during the various phases of the examinations to check adherence to policies during their conduct. Monitors visited the writing and marking venues to evaluate the readiness and effectiveness of the assessment body's preparations for the writing and marking processes, and for the identification of malpractices of any type.

Chapters 5 and 12 concern the standardisation of marking guidelines. Although the marking guidelines were presented together with the question papers during the moderation process, it was essential that they were discussed with markers to ensure that all possible responses and corrections were agreed upon, and that any changes or additions were approved by external moderators. This process ensures that all markers have a common understanding of how to mark candidates' responses. The purpose of this is to eliminate any inconsistencies in marking.

Chapters 6 and 13 deal with the verification of the marking of candidates' scripts. External moderators sample a number of marked and/or moderated scripts to verify the quality of marking. Adherence to approved marking guidelines, accuracy of totalling and transfer of

marks are, among others, checked. This process is conducted to ensure that marking is credible and accurate.

Chapters 7 and 14 report on the standardisation, statistical moderation and resulting. The statistical adjustment of results is used to mitigate the effects on performance of factors other than students' ability and knowledge, in order to reduce the variability in marks from examination to examination. Standardisation involves various processes that are intended to ensure that the procedure is carried out accurately and that decisions are based on valid information. These actions include interrogation of data from post-examination analysis reports, internal and external moderators' reports, the verification of subject structures and electronic data booklets, the development of norms and the approval of adjustments.

Chapters 8 and 15 focus on the certification process. This chapter serves to inform interested parties of the current state of certification of student achievement in the NC(V) and Report 190/191 Engineering Studies N2 and N3 subjects/instructional offerings. The closing of the examination cycle is confirmed by the issuing of subject certificates to successful students, and confirmation to those candidates who have not qualified for any type of certificate, viz. instances where candidates failed all subjects or did not write the examination.

Many TVET and FET colleges remain in disarray and do not provide the required standard of education to be regarded as suitable alternate options for students. It is clear that there are many unresolved challenges facing the TVET sector.

There is a dearth of effective policies, and where these do exist they are often in dire need of or revision. Policies must be enacted and their implementation closely monitored.

A particular challenge facing the Report 190/191 programmes is the existence of outdated and/or underspecified curricula. This has been brought to the DHET's attention repeatedly. Furthermore, as much as colleges should play an important role in addressing the skills shortages in South Africa, questions arise as to the extent to which the current programmes and the implementation model serve the purpose of the development of skills for an effective, competitive and sustainable industry. Umalusi also continues to stress the necessity of improving the management of assessment and examinations conduced at private colleges.

The NC(V) is demanding in its assessment requirements (in terms of both facilities and administration). Several issues need attention: a shortage of suitably qualified staff, physical resources that are inadequate for enrolment numbers, the implementation of internal assessment, and the administration and the implementation of the practical component, including the common practical assessment tasks and ISAT – and thus the development of skills. It is of the utmost importance that solutions to these problems are found if the quality of the learning experience and the integrity of the qualification are not to be compromised.

Vigorous efforts are required to improve the assessment and quality assurance of assessment in both the NC(V) and Report 190/191 subjects/instructional offerings, and the accountability of college management. The DHET, through the colleges, must strengthen its support services for career guidance. It must also ensure the academic development of staff, especially in low performing subjects such as Mathematics, Mathematical Literacy, the Engineering Subjects and the practical component of vocational subjects. These actions are essential to improve certification rates and prepare students for life and employment opportunities.

Umalusi trusts that this report will provide the assessment body with a clear picture of the strengths and weaknesses of the assessment systems and processes, and directives for improvement.

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

# ABBREVIATIONS AND ACRONYMS

| | |
|---|---|
| **CD: NEA** | Chief Directorate: National Examinations and Assessment |
| **CEO** | Chief Executive Officer |
| **DHET** | Department of Higher Education and Training |
| **EC** | Eastern Cape Province |
| **FAL** | First Additional Language |
| **FET** | Further Education and Training |
| **GP** | Gauteng Province |
| **GENFETQA** | General and Further Education and Training Quality Assurance |
| **GETC** | General Education and Training Certificate |
| **GFETQSF** | General and Further Education and Training Qualifications Sub-framework |
| **GPW** | Government Printing Works |
| **HEIs** | Higher Education Institutions |
| **HOD** | Head of Department |
| **ICT** | Information and Computer Technology |
| **ID** | Identity Document |
| **ICASS** | Internal Continuous Assessment |
| **ISAT** | Integrated Summative Assessment Task |
| **IT** | Information Technology |
| **KZN** | KwaZulu-Natal Province |
| **LP** | Limpopo Province |
| **L2** | Level 2 |
| **L3** | Level 3 |
| **L4** | Level 4 |
| **MP** | Mpumalanga Province |
| **NC** | Northern Cape Province |
| **NC(V)** | National Certificate (Vocational) |
| **NQF** | National Qualifications Framework |
| **NSC** | National Senior Certificate |
| **NW** | North West Province |
| **OHS** | Occupational Health and Safety |
| **PAM** | Personnel Administrative Measures |
| **PAT** | Practical Assessment Task |
| **PoA** | Portfolio of Assessment (lecturer portfolio) |
| **PoE** | Portfolio of Evidence (learner portfolio) |
| **SA** | South Africa |
| **SACE** | South African Council for Educators |
| **SADTU** | South African Democratic Teachers Union |
| **SAG** | Subject and Assessment Guidelines |
| **SOR** | State of Readiness |
| **TVET** | Technical and Vocational Education and Training |
| **Umalusi** | Council for Quality Assurance in General and Further Education and Training |
| **WBE** | Work-based experience |
| **WC** | Western Cape Province |
| **WIL** | Work Integrated Learning |

# LIST OF TABLES AND FIGURES

# PART A: National Certificate (Vocational)

# CHAPTER 1 MODERATION OF NATIONAL CERTIFICATE (VOCATIONAL) QUESTION PAPERS

## 1.1 Introduction

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

Umalusi uses a set of criteria to determine the standard of the question papers and their compliance with the Subject and Assessment Guidelines. A question paper is approved, conditionally approved or rejected, depending on the degree to which it meets these criteria.

The purpose of the moderation of question papers is to:

- provide an indication of the sample size of subjects that were externally moderated;
- outline the crucial findings on the standard and quality of question papers;
- highlight areas of good practice and of concern; and
- propose directives for improvement and compliance.

## 1.2 Scope and Approach

Umalusi moderated a total of 145 question papers for the November 2017 examinations across NC(V) Levels 2, 3 and 4. The majority of these papers came from Level 4 (66%), while Levels 2 and 3 papers each made up 17% of the sample. The table below provides a list of the subjects and levels moderated by Umalusi.

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

| No. | NC(V) Subjects moderated | November 2017 | | |
|---|---|---|---|---|
| | | Level 2 | Level 3 | Level 4 |
| 1. | Advanced Plant Production | | | ✓ |
| 2. | Advertising and Promotions | ✓ | | ✓ |
| 3. | Afrikaans First Additional Language Paper 1 | | ✓ | ✓ |
| 4. | Afrikaans First Additional Language Paper 2 | | ✓ | ✓ |
| 5. | Agribusiness | | | ✓ |
| 6. | Animal Production | | ✓ | ✓ |
| 7. | Applied Accounting Paper 1 | | | ✓ |
| 8. | Applied Accounting Paper 2 | | | ✓ |
| 9. | Applied Engineering Technology | | | ✓ |
| 10. | Applied Policing | | | ✓ |
| 11. | Art and Science of Teaching | ✓ | | ✓ |
| 12. | Automotive Repair and Maintenance | | | ✓ |
| 13. | Business Practice | | | ✓ |
| 14. | Carpentry and Roof Work | | ✓ | ✓ |
| 15. | Civil and Structural Steel Work Detailing Paper 1 | | | ✓ |
| 16. | Civil and Structural Steel Work Detailing Paper 2 | | | ✓ |

| No. | NC(V) Subjects moderated | November 2017 | | |
|---|---|---|---|---|
| | | Level 2 | Level 3 | Level 4 |
| **17.** | Client Services and Human Relations | | | ✓ |
| **18.** | Computer Integrated Manufacturing | | | ✓ |
| **19.** | Computer Programming Paper 1 | | | ✓ |
| **20.** | Computer Programming Paper 2 | | | ✓ |
| **21.** | Concrete Structures | ✓ | | ✓ |
| **22.** | Construction Planning | ✓ | ✓ | ✓ |
| **23.** | Construction Supervision | | | ✓ |
| **24.** | Consumer Behaviour | | | ✓ |
| **25.** | Contact Centre Operations | | | ✓ |
| **26.** | Criminal Justice Process | | | ✓ |
| **27.** | Criminology | | | ✓ |
| **28.** | Data Communication and Networking | | | ✓ |
| **29.** | Drawing Office Procedures and Techniques Paper 1 | | | ✓ |
| **30.** | Drawing Office Procedures and Techniques Paper 2 | | | ✓ |
| **31.** | Early Childhood Development | | | ✓ |
| **32.** | Economic Environment | ✓ | | ✓ |
| **33.** | Electrical Principles and Practice | ✓ | | ✓ |
| **34.** | Electrical Systems and Construction | | ✓ | ✓ |
| **35.** | Electrical Workmanship | | | ✓ |
| **36.** | Electronic Control and Digital Electronics | | | ✓ |
| **37.** | Electrotechnology | | | ✓ |
| **38.** | Engineering Fabrication - Boiler Making | | | ✓ |
| **39.** | Engineering Fabrication Sheet Metal Work | | | ✓ |
| **40.** | Engineering Processes | | | ✓ |
| **41.** | Engineering Technology | ✓ | | |
| **42.** | English First Additional Language Paper 1 | ✓ | ✓ | ✓ |
| **43.** | English First Additional Language Paper 2 | ✓ | ✓ | ✓ |
| **44.** | Farm Planning and Mechanisation | | | ✓ |
| **45.** | Financial Management | ✓ | | ✓ |
| **46.** | Fitting and Turning | | ✓ | ✓ |
| **47.** | Food Preparation | ✓ | | ✓ |
| **48.** | Freight Logistics | | | ✓ |
| **49.** | Governance | | | ✓ |
| **50.** | Hospitality Generics | | | ✓ |
| **51.** | Hospitality Services | | | ✓ |
| **52.** | Human and Social Development | | | ✓ |
| **53.** | Introduction to Governance | ✓ | | |
| **54.** | Instrumentation Technology | | | ✓ |
| **55.** | Law Procedures and Evidence | | | ✓ |
| **56.** | Learning Psychology | | | ✓ |
| **57.** | Life Orientation Paper 1 | ✓ | ✓ | ✓ |
| **58.** | Life Orientation Paper 2 | ✓ | ✓ | ✓ |
| **59.** | Management Practice | ✓ | | ✓ |
| **60.** | Marketing | | | ✓ |
| **61.** | Marketing Communication | | ✓ | ✓ |
| **62.** | Masonry | | | ✓ |
| **63.** | Materials | | | ✓ |
| **64.** | Mathematical Literacy Paper 1 | ✓ | ✓ | ✓ |
| **65.** | Mathematical Literacy Paper 2 | ✓ | ✓ | ✓ |
| **66.** | Mathematics Paper 1 | ✓ | ✓ | ✓ |
| **67.** | Mathematics Paper 2 | ✓ | ✓ | ✓ |
| **68.** | Mechanical Draughting and Technology Paper 1 | | | ✓ |
| **69.** | Mechanical Draughting and Technology Paper 2 | | | ✓ |
| **70.** | Mechatronic Systems | | | ✓ |
| **71.** | Multimedia Basics | ✓ | | |

| No. | NC(V) Subjects moderated | November 2017 | | |
|---|---|---|---|---|
| | | Level 2 | Level 3 | Level 4 |
| **72.** | Multimedia Service | | | ✓ |
| **73.** | New Venture Creation | | ✓ | ✓ |
| **74.** | Office Data Processing | ✓ | | ✓ |
| **75.** | Office Practice | | | ✓ |
| **76.** | Operations Management | | | ✓ |
| **77.** | Personal Assistance | | | ✓ |
| **78.** | Physical Science Paper 1 | ✓ | ✓ | ✓ |
| **79.** | Physical Science Paper 2 | ✓ | ✓ | ✓ |
| **80.** | Plumbing | | | ✓ |
| **81.** | Process Chemistry | | | ✓ |
| **82.** | Process Control | | | ✓ |
| **83.** | Process Technology | | | ✓ |
| **84.** | Professional Engineering Practice | | | ✓ |
| **85.** | Project Management | | | ✓ |
| **86.** | Refrigeration and Air Conditioning Processes | | | ✓ |
| **87.** | Renewable Energy Technologies | | | ✓ |
| **88.** | Roads | | | ✓ |
| **89.** | Science of Tourism | | | ✓ |
| **90.** | Stored Programme Systems | | ✓ | ✓ |
| **91.** | Sustainable Tourism in SA and International Travel | | | ✓ |
| **92.** | Systems Analysis and Design | | ✓ | ✓ |
| **93.** | The Human Body and Mind | ✓ | | ✓ |
| **94.** | The South African Health Care System | | | ✓ |
| **95.** | Theory of Policing Practices | | ✓ | |
| **96.** | Tourism Operations | | ✓ | ✓ |
| **97.** | Transport Economics | | | ✓ |
| **98.** | Transport Operations | | ✓ | ✓ |
| **99.** | Welding | | | ✓ |
| **100.** | Wholesale and Retail | | ✓ | |
| **101.** | Workshop Practice | ✓ | | |
| | **Total question papers per level** | **25** | **25** | **95** |

Umalusi appointed subject experts from Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges, provincial education departments and the private sector as external moderators. The external moderators received the question papers, accompanying marking guidelines and moderation instruments from Umalusi. The Umalusi instruments contain set criteria against which the question papers and marking guidelines are measured. The question papers and marking guidelines were evaluated in conjunction, but were approved independently. An off-site moderation approach was followed.

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 levels and question types;

- The relevance and accuracy of the marking guidelines and their facilitation of consistent marking;
- The use of language and its appropriateness to the language level of the candidates;
- The adherence of the question papers to language rules and the use of unbiased content;
- The predictability and/or the degree of innovation in questions;
- The progression between subject levels and parity between the standard of the November question papers and those from previous years; and
- An overall evaluation of the papers by external moderators in terms of validity, reliability, fairness and suitability to the level being assessed.

After the initial external moderation, question papers were approved, conditionally approved or rejected, depending on the extent to which they fulfilled the criteria. The external moderators formulated proposed changes for the improvement of the papers. The external moderators from Umalusi and internal moderators from the DHET engaged in discussions to improve the quality of the question papers and marking guidelines. Once consensus had been reached and changes implemented, the question papers and marking guidelines were returned to the DHET for formatting. Finally, question papers and marking guidelines were forwarded to the external moderators and signed off. In cases where a paper was rejected, the question paper, marking guideline and report with initial findings by the external moderator were sent to the DHET. The examiner and internal moderator then adjusted the question paper and marking guideline, taking into consideration the recommended changes or gaps in the paper, as indicated by the external moderator. The paper was then sent to the moderator again for external moderation.

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

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

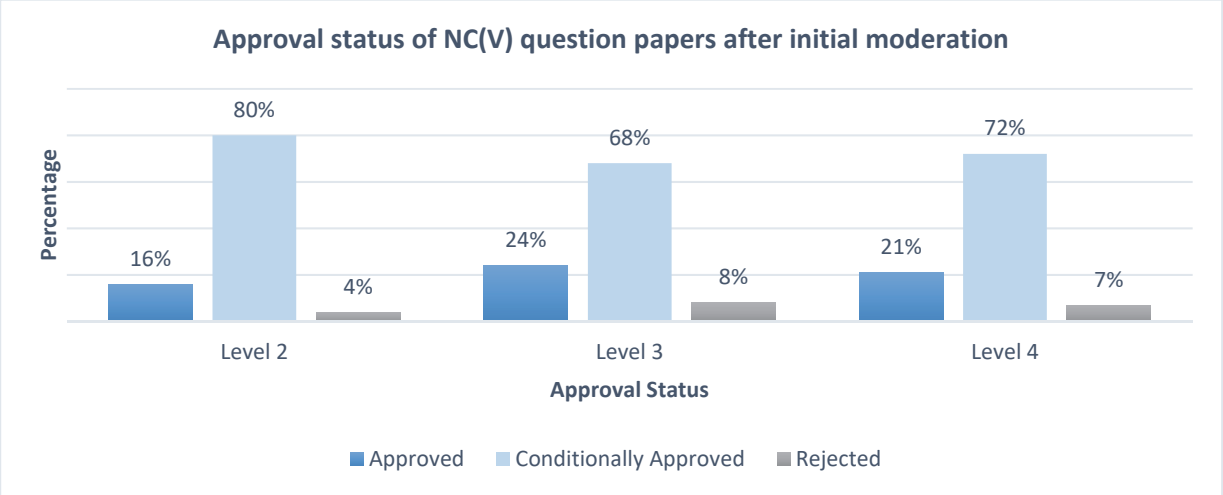



**Figure 1A: Approval status of NC(V) question papers after initial moderation**

## 1.3 Summary of Findings

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

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

| Criteria | Findings and Challenges |
|---|---|
| **Criterion 1: Technical Quality** | |
| **General compliance** | Lapses in the technical aspects ranged from failure to submit supporting documents, incomplete and incorrect documents, to minor omissions.<br><br>Fifty-four percent of the question papers and marking guidelines as listed met all technical requirements, reflecting a marked improvement of more than double the previous year.<br><br>Forty-six percent of the question papers and accompanying marking guidelines did not meet all technical requirements. |
| **Submission of support documents** | Fifty-one percent of the question papers received by Umalusi had the correct supporting documents, and these were completed in full (an improvement of 34% on the previous year). |
| | Forty papers received by Umalusi were not accompanied by the required supporting documents or, where these were included, they were incorrect or incomplete or arrived after the question paper had been received by Umalusi. |
| | **Question papers received with documents outstanding (which delayed the external moderation process):** |
| | Assessment grid and internal moderator's report (three question papers) |
| | Internal moderator's report (four question papers) |
| | Assessment grid (four question papers) |
| | The internal moderator's report arrived long after the question paper had been received by Umalusi (one paper). |
| | The question paper and marking guideline were received by Umalusi on different days (one paper). |
| | **Question papers with irrelevant information/assessment documents:** |
| | The information in the assessment grid did not correspond with the question paper (four question papers). |
| | The information in the internal moderator's report did not correspond with the question paper (three question papers). |
| | Incorrect contact details for examiner and internal moderator were provided (one question paper). |
| | **Question papers with incomplete documents:** |
| | The examiners' details were not available for 34% of the question papers (an increase of 3% from the previous year). |
| | The internal moderator's contact details were not available (one question paper). |
| | Neither the examiner's nor the internal moderator's details were available for 4% of the question papers. |
| | The question paper was received with the assessment grid partially completed (six question papers). |
| | The question paper was received with the internal moderator's report partially completed (one question paper). |
| | Eight percent of the cover pages lacked some details or contained incorrect or incomplete information or did not adhere to the required format (a decrease of 5% from 2016). |
| **Omission of information and instructions** | **Relevant information was omitted from the cover page:** |
| | The date of the examination (one paper). |
| | The examination period (November Examination) (one paper). |
| | **Special instructions were omitted from the cover page:** |
| | Instructions regarding the addendum (one paper). |

| Criteria | Findings and Challenges |
|---|---|
| **Omission of information and instructions** | Instructions regarding the use of drawing paper (one question paper). |
| | Instructions regarding the use of a calculator in certain questions (one paper). |
| **Information on the cover page** | **Information was incorrectly stated on the cover page:** |
| | The number of pages comprising the question paper (one paper). |
| | The total marks for the question paper (two papers). |
| | The duration of the question paper (two question papers). |
| | The information on the cover page of Paper 1 and Paper 2 for the same subject was not consistent (one paper). |
| **Instructions to candidates** | The instructions to candidates were not clearly expressed in 5% of the papers (a decrease of 6% from the previous year). |
| | The instructions to candidates differed from those in the DHET guidelines (one paper). |
| **Layout of question paper** | The layout of 3% of the question papers was not reader-friendly (a decrease of 2% from the previous year). |
| | Only page one of the question paper was numbered (one paper). |
| | The pages of the question paper were not correctly numbered (two question papers). |
| | The questions were not correctly numbered in 6% of the papers (a decrease of 4% from the previous year). |
| **Headers and Footers** | The headers and footers in 2% of the question papers required attention (a decrease of 9% from 2016).<br>**The headers and footers were:** |
| | Inconsistent (one paper). |
| | Included "please turn over" on the last page (one paper). |
| | Did not adhere to the required format (one paper). |
| **Font type and size** | **Fonts were used incorrectly in 6% of the question papers (a decrease of 2% from the previous year):** |
| | The standard font was not used consistently throughout the question paper (6% of question papers). |
| **Mark and time allocation** | The mark allocation was not clearly indicated in 8% of the papers (a decrease of 3% from the previous year). |
| | Candidates would not be able to complete the question paper in the allocated time, as there was too much irrelevant information to read through (one paper). |
| | The mark allocation on the paper did not correspond with that on the marking guideline in 6% of the papers (a decrease of 1% from the previous year). |
| **Quality of graphics and illustrations** | In 17% of the papers, the quality of illustrations, graphs, tables etc. was poor and not print ready (a decrease of 4% from the previous year). |
| **Format requirements of the Subject Assessment Guidelines (SAG)** | Twelve percent of the papers did not adhere to the format requirements in the Subject Assessment Guidelines (SAG) (an increase of 3% from the previous year). |
| **Criteria 2: Internal Moderation** | |
| **Quality and standard of internal moderator reports** | There had been no improvement in the quality and standard of internal moderation since 2016.<br><br>Thirty-six percent of internal moderator's reports were of poor quality and/or low standard, an increase of 5% on the previous year. |
| **Incomplete moderator reports** | **Irrelevant reports, incomplete reports and poor quality reports from internal moderators, as well a failure to submit reports occurred once again in this examination.** |
| | Internal moderator's reports for 3% of the question papers were not received by Umalusi. |
| | The information in the internal moderator's report did not correspond with the question paper (one paper). |
| | Eight percent of internal moderators' reports showed a lack of compliance with all quality indicators for internal moderation. |

| Criteria | Findings and Challenges |
|---|---|
| **Incomplete moderator reports** | Thirty-eight percent of internal moderators' reports were partially completed or did not provide sufficient information (a decrease of 4% from previous year).<br><br>Incomplete reports included those where examiners' and internal moderators' details had been omitted, as well as those where checklists were ticked but no annotations had been made by the internal moderator. |
| | Thirty-five percent of internal moderators' reports were of inappropriate quality and/or standard (an increase of 4% on the previous year). |
| **Recommendations and implementation of recommendations questions** | The tendency to complete the internal moderator's report as a matter of compliance persisted. Checklists were completed with little or no feedback to the examiner. Evidence of communication between the examiner and the internal moderator was not always present.<br><br>In 28% of the reports, there was little or no evidence that the internal moderator had made recommendations, or whether these recommendations had been implemented (an increase of 4% on 2016). |
| **Criteria 3: Content Coverage** | |
| **Coverage of learning outcomes and assessment standards** | Ninety percent of the question papers covered the learning outcomes and the assessment standards adequately, as prescribed in the policy and guideline documents; an improvement of 4% from the previous year. |
| | In 9% of the papers, the questions did not correspond to the subject outcome/learning outcome/topic (a decrease of 2% from previous year). |
| | In 10% of the question papers learning outcomes and assessment standards were not covered as stipulated in the policy and guideline documents (a decrease of 4% from previous year). |
| | In 9% of the papers, some questions went beyond the scope of the syllabus (a decrease of 3% from the previous year). |
| **Spread and weightings of learning outcomes and assessment standards** | The spread and/or weightings of learning outcomes and assessment standards was not always appropriate: |
| | The weighting and spread of learning outcomes and assessment standards was not appropriate in 6% of question papers (a decrease of 3% from the previous year). |
| | In 6% of papers the weighting of learning outcomes and assessment standards was not appropriate (this was the same as the previous year). |
| | The learning outcomes and assessment standards were not spread appropriately throughout the question paper in 9 % of papers (an increase of 5% from the previous year). |
| | In 7% of question papers, analysis grids were incomplete or irrelevant, or were not provided (a decrease of 4% from the previous year). |
| | No analysis grid was provided for 3% of question papers (as in the previous year). |
| | Partially completed analysis grids were submitted with question papers (three question papers). |
| | There was no correspondence between the analysis grid and question paper (three question papers).<br>The assessment standards were not appropriately linked or integrated in 11% of the papers (an increase of 3% from the previous year). |
| | Twelve percent of question papers failed to provide questions covering the latest developments in the subject (an increase of 2% on the previous year). |
| **Criteria 4: Text Selection, Types and Quality of Questions** | |
| **Types of questions** | Ninety-four percent of question papers included a variety of question types (a decrease of 2% from the previous year). |
| | There was not a wide variety of question types in 6% of the papers (an increase of 2% from the previous year). |
| | In 13% of the question papers, no allowance was made for creative responses from candidates (an increase of 2% from the previous year). |

| Criteria | Findings and Challenges |
|---|---|
| **Correlation between difficulty level and mark allocation** | There was no relationship between mark allocation, level of difficulty and time allocation in 20% of the papers (an increase of 8% from the previous year). |
| **Source material** | The source material used in 29% of the question papers was inappropriate (an increase of 11% from the previous year). |
| | **The source material was:** |
| | • Not subject specific (two question papers). |
| | • Not of the required length (four question papers). |
| | • Not functional, relevant or appropriate (10% of question papers). |
| | • Of the incorrect complexity level; and furthermore |
| | • Did not generate questions across cognitive levels (13% of question papers) |
| **Relevance and clarity of** | In 6% of papers the questions did not relate to what was pertinent in the subject (an increase of 1% from the previous year). |
| | Thirty-six percent of the question papers contained vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to correct answers (an increase of 4% on the previous year). |
| | In 25% of the papers, the questions did not provide clear instructional key words/verbs (an increase of 8% from the previous year). |
| | In 20% of the papers, the questions did not contain sufficient information to elicit an appropriate response (an increase of 5% on the previous year). |
| | Fourteen percent of the papers contained factual errors or misleading information (a decrease of 6% from the previous year). |
| | Some questions in 6% of the papers were formulated in unnecessarily negative terms. |
| | In one paper, the answers to some questions were included in other questions. |
| | References in questions to prose texts, visuals, drawings, illustrations, examples, tables or graphs were incorrect or irrelevant in 11% of the papers (as in 2016). |
| | The multiple-choice questions in 17% of the question papers were poorly formulated (an increase of 2% on the previous year). |
| | The options did not follow grammatically from the stem (three question papers). |
| | The options contained logical cues that made one an obvious choice (7% of question papers). |
| | The options contained more than one possible match (two question papers). |
| | Absolute terms such as "always" and/or "never" were used as options (three question papers). |
| | The options were not approximately the same length. The answer in some instances was longer, more specific, or more complete than other options (5% of question papers). |
| **Criteria 5: Cognitive Skills** | |
| **Distribution of cognitive levels** | Eighty percent of the question papers showed an appropriate distribution of marks across cognitive levels (an improvement of 7% on the previous year). |
| **Assessment frameworks** | In 6% of the question papers, the assessment framework/analysis grid did not clearly indicate the cognitive level of each question/sub-question (as in 2016). |
| | One question paper reflected a failure to comply with any quality indicators for cognitive skills. |
| | In 7% of question papers, analysis grids were incomplete or irrelevant or were not provided (a decrease of 4% from the previous year). |
| | Twenty percent of the question papers showed an inappropriate distribution of marks across cognitive levels (a decrease of 7% from the previous year). |

| Criteria | Findings and Challenges |
|---|---|
| **Assessment of latest** | In 11% of the papers, some questions were not representative of the latest developments in the teaching of this knowledge field (an increase of 1% on the previous year). |
| **Criteria 6: Marking Guidelines** | |
| **Accuracy of marking guidelines** | In 12% of the marking guidelines, some answers did not correspond to the question papers (a decrease of 2% from the previous year). |
| | One question paper did not comply with any quality indicators for marking guidelines. |
| | Some of the answers in 38% of the marking guidelines were incomplete/incorrect/inaccurate (a decrease of 1% from the previous year). |
| | Eighteen percent of the marking guidelines did not allow for alternative responses where applicable, and where provided these were not exhaustive (a decrease of 8% from the previous year). |
| | The marking guidelines for 9% of the papers were not set out clearly (an increase of 7% on the previous year). |
| | The marking guideline for four papers was very poor in quality. |
| | In 12% of papers, the mark allocation on the marking guideline did not correspond with the mark allocation on the question paper (an increase of 4% on the previous year). |
| | In 23% of the marking guidelines, the mark allocations or mark distributions within questions had been omitted (a decrease of 3% from the previous year). |
| **Facilitation of marking** | Twenty-five percent of marking guidelines would not have facilitated accurate marking (an increase of 2% on the previous year). |
| **Criteria 7: Language and Bias** | |
| **Language register** | In 97% of question papers the language was pitched at the appropriate level (an improvement of 6% since the previous year). |
| | The language register was not appropriate to the level of the candidate in 3% of the papers (a decrease of 6% from the previous year). |
| | Subject terminology or data were not always used correctly in 11% of the papers (an increase of 4% on the previous year). |
| **Grammar** | In 21% of the question papers, there were subtleties in the grammar that could cause misunderstandings (an increase of 3% on the previous year). |
| | There were grammatical errors in 26% of question papers (a decrease of 4% from the previous year). |
| | The language in the marking guideline contained grammatical errors in 10% of the papers (a decrease of 4% from the previous year). |
| | In 10% of papers, there were questions featuring very complex syntax (as in the previous year). |
| **Bias** | There was evidence of bias in 8% of question papers (increase of 3% from the previous year). |
| | **Bias in terms of the following issues:** |
| | Provincial and regional (two question papers) |
| | Politics and race (one question paper) |
| | Gender (one question paper) |
| | Stereotyping (two question papers) |
| | Gender, language and stereotyping (one question paper) |
| | Culture, race and stereotyping (one question paper) |
| | Other (spelling) (one question paper) |
| **Criteria 8: Predictability** | |
| **Repetition of questions from previous question papers** | Eighty-eight percent of question papers did not contain questions similar to those asked in the recent past. Questions that could be easily spotted/predicted or those that were taken verbatim from past papers were replaced (an improvement of 4% since the previous year). |
| | Twelve percent of papers contained questions that could have been easily spotted or predicted (a decrease of 2% from the previous year). |

| Criteria | Findings and Challenges |
|---|---|
| | Twelve percent of question papers contained a question(s) taken verbatim from a past question paper (a decrease of 4% from the previous year). |
| **Innovation** | There was a lack of innovation in 25% of question papers (an increase of 8% on the previous year). |
| **Criteria 9: Overall Impression** | |
| **Standard of question papers** | Overall, 80% of the question papers moderated by Umalusi were judged an acceptable standard (an improvement of 3% since the previous year). |
| | Only 7% of papers did not satisfy the requirements of the current policy/guideline documents (a decrease of 10% from the previous year). |
| | Three percent of question papers did not comply with any quality indicators pertaining to the overall appearance of the question paper. |
| | In 5% of cases, papers did not adequately assess the outcomes of the curriculum/syllabus (a decrease of 4% from the previous year). |
| | Twenty percent of the question papers were not of an appropriate standard (a decrease of 3% from the previous year). |
| | Thirteen percent of the question papers did not compare favourably with those from previous years (an increase of 2% on the previous year). |
| | The assessment of skills, knowledge, attitudes, values and reasoning was not balanced in 14% of papers (a decrease of 10% from the previous year). |

## 1.4 Areas of Compliance

During external moderation, some areas of compliance were noted and areas of good practice were identified.

The following areas of compliance were noted:

- Eighty-eight percent of question papers adhered to the format requirements provided in the Subject Assessment Guidelines (SAG) while 51% of question papers received by Umalusi had correct and fully completed supporting documents;
- Sixty-four percent of internal moderator reports were of appropriate quality and standard;
- The learning outcomes and the assessment standards were adequately covered as prescribed in the policy and guideline documents in 90% of the question papers; 88% of question papers contained questions that were representative of the latest developments in the subject;
- While 94% of question papers included a variety of question types, 72% provided opportunities to assess higher order thinking skills;
- Eighty percent of the question papers contained an appropriate distribution of marks across cognitive levels, and 89% contained some questions on the latest developments in the teaching of the knowledge field;
- Seventy-five percent of marking guidelines were of appropriate quality and would have facilitated accurate marking. Sixty-two percent of marking guidelines contained correct, accurate and complete answers, with 82% providing alternative responses where applicable;
- In 97% of the question papers, the language was pitched at the appropriate level, with 74% of question papers and 90% of marking guidelines free from grammatical errors;
- Eighty-eight percent of question papers did not contain questions similar to those asked in the recent past;
- In 75% of question papers, there was evidence of innovation;

- Overall, 80% of the question papers moderated by Umalusi were considered to be of an acceptable standard and 87% compared favourably with those from previous years. Eighty-six percent of question papers showed a balance in the assessment of skills, knowledge, attitudes, values and reasoning;

The following good practices were identified:

- Fifty-four percent of question papers and marking guidelines met all technical requirements, with a marked improvement (twice as many as the previous year); and
- The examiner and/or internal moderator of the following question papers were acknowledged and commended by the external moderator for their efforts.

Table 1C below contains the remarks of external moderators with regard to good practices observed during the initial moderation of the question papers.

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

| Subject | External Moderator's remarks |
|---|---|
| Advertising and Promotions L4 | Considering that both the examiner and internal moderator were newly appointed (although the internal moderator had been an examiner in the same subject before), the paper was found to be in line with the SAG. The use of scenarios and advertisements was commendable. |
| Art and Science of Teaching L4 | The structure and layout of the question paper had improved since last year. The cooperation from the internal moderator was very good, in contrast to last year. |
| Computer Programming L4 Paper 1 | There was a marked improvement overall in the standard and quality of this paper. |
| Economic Environment L2 | Overall, the best paper received since 2012. |
| Economic Environment L4 | Overall, the best paper received since 2012. |
| Electrical Systems and Construction L3 | The internal moderator did sterling work in correcting most of the errors. The question paper and marking guideline was of a very high standard and compliant in all respects. |
| Electrical Systems and Construction L4 | The paper achieved a standard of excellence in that it complied fully with all requirements. |
| English FAL L3 Paper 1 | The examiner was newly appointed and should be applauded for setting a sound and creative paper with very few errors. |
| Fitting and Turning L3 | A fair paper, well balanced, good content coverage and layout. |
| Fitting and Turning L4 | A well balanced paper based on current industrial trends. |
| Freight Logistics L4 | A well balanced and fair paper based on current trends, allowing for creativity and up-to-date responses within the topic. |
| Mathematical Literacy L4 Paper 1 | There was more innovation than in past papers. |
| Mathematical Literacy L4 Paper 2 | The paper used a single theme in all questions. This was a good practice. |
| Multimedia Service L4 | Multimedia is an ever-changing subject with many aspects. The examiner managed to incorporate changes and various aspects in the question paper. |
| Personal Assistance L4 | There was a remarkable improvement in the quality and standard of the paper. |
| Renewable Energy Technologies L4 | The quality of the question paper and marking guideline had improved dramatically as the internal moderator had implemented the recommendations on compliance.<br>This was the first examination in this subject. Credit goes to the examiner and internal moderator who made every effort to achieve excellence. |
| Stored Programme Systems L3 | Question paper and marking guideline were of a high standard. The examiner made a very good job of setting the paper. |

| Subject | External Moderator's remarks |
|---|---|
| Stored Programme Systems L4 | This was a very well set paper. |
| Tourism Operations L3 | A good quality paper that allowed for creativity in that candidates were required to design a logo. Calculations were also included. |
| Tourism Operations L4 | The question paper and marking guideline were of a high standard, the result of an experienced examiner and internal moderator. |

## 1.5 Areas of Non-compliance

The external moderator reports indicated some challenges and areas of non-compliance that could compromise the examinations.

- In order to meet the required standard and quality required, some question papers needed modification. In cases of major non-compliance, question papers had to be reset. Consequently, 7% of question papers were reset namely, Mathematical Literacy L2 Paper 1, Animal Production L3 and L4, Construction Planning L3, Applied Accounting L4 Paper 2, Computer Programming L4 Paper 2, Food Preparation L4, Mechanical Draughting and Technology L4 Paper 2, Physical Science L4 Paper 1 and Refrigeration and Air Conditioning Processes L4.
- Although the following question papers were conditionally approved, significant reworking was necessary:
  - Concrete Structures L2
  - Mathematical Literacy L3 Paper 2. Ideally, this should have been reset as there were a great many areas of non-compliance.
  - Life Orientation L4 Paper 1. This should have been reset as numerous suggestions were provided by the external moderator.

### 1.5.1 Curriculum challenges

- An outdated curriculum in some subjects did not allow for questions on the latest developments in the subject field and/or current industry trends.
  - Physical Science L2 Paper 1 and 2 were limited by the SAG to using simple recall type questions.
  - In Computer Programming L4 Paper 2, the questions focused merely on translating the written text into program code.
  - The Data Communication and Networking L4 SAG did not allow for testing of the latest developments in the subject: for instance, screen dumps of faulty software installations, network errors, connectivity issues and so on should have been used as prompts to which candidates could respond with written solutions or alternatives in terms of corrective strategies or fault finding.
  - The curricula of Process Chemistry L4 and The Human Body and Mind L4 should to be reviewed.

### 1.5.2 Technical aspects

- Forty-nine percent of question papers received by Umalusi were not accompanied by the required supporting documents or, where included, these documents were irrelevant or incomplete or arrived after the question paper had been received by Umalusi. For example:

  - the assessment grid and internal moderator's report were not provided in English FAL L2 Paper 2;
  - the information in the assessment grid did not correspond with the question paper for Consumer Behaviour L4;
  - a partially completed assessment grid was provided for the Afrikaans FAL L4 Paper 1; and
  - the internal moderator's report for Drawing Office Procedures and Techniques L4 Paper 1 arrived after the question paper had been received by Umalusi.
- Eight percent of the cover pages were missing some information or contained incorrect or incomplete information or did not adhere to the required format. For example:
  - The maximum marks for Advertising and Promotions L2 are 100, and not 150 as reflected on the cover page;
  - In Financial Management L2, the question paper structure and format did not adhere to the SAG; and
  - The instructions to candidates regarding the use of a calculator for certain questions in Tourism Operations L3 were omitted.
- The instructions to candidates were not clearly explained in 5% of the papers;
- The layout of 3% of the question papers was not reader-friendly;
- The questions were not correctly numbered in 6% of the papers, and in 2% the pages were not correctly numbered;
- The headers and footers in 2% of the question papers required attention. These were either inconsistent, incorrect or did not adhere to the required format. In the case of Carpentry and Roof Work L4, the required format was not used;
- In 6% of the question papers, the standard font was not used consistently throughout the paper;
- The mark allocation was not clearly indicated in 8% of the question papers. In 6% of the papers, the mark allocation did not correspond with that on the marking guideline;
- The paper for English FAL L3 Paper 2 could not be completed in the time allocated as there was too much irrelevant information to read through;
- In 17% of the papers, the quality of illustrations, graphs, tables etc. was poor and not print ready. For example:
  - Construction Planning L3 – the diagram was too small; it should have been moved to a diagram sheet and enlarged;
  - Life Orientation L3 Paper 2 – vertical and horizontal lines should have been inserted in the spreadsheet to make it reader friendly;
  - Marketing Communication L3 – the illustration should have been enhanced to facilitate reprography;
  - Mathematical Literacy L3 Paper 1 – the diagrams and pictures used should comply with the requirements of the SAG;
  - Mathematical Literacy L2 Paper 2 – incorrect labelling of horizontal axis;
  - Mathematics L2 Paper 1 – gridlines should be clearly shown and the graph should have been corrected as the axis had shifted;
  - Mathematics L2 Paper 2 – two pictures were relatively large and bold and should have been reduced in size;
  - Process Chemistry L4 – figure 1 required labelling; and
  - Sustainable Tourism in SA and International Travel L4 – the shaded map was not clear.
- Equation Editor was not used in the typing of mathematical formulae in Mathematics L2 Paper 2;

- Twelve percent of the papers did not adhere to the format requirements laid down in the Subject Assessment Guidelines (SAG). For example:
  - Afrikaans FAL L3 Paper 1 – questions 1, 2 and 3 had to be shortened, with question 1 and 2 requiring 500–600 words and question 3, 230 words;
  - Mathematical Literacy L3 Paper 1 – the context should have been work related, complying with the SAG; and
  - Mechanical Draughting and Technology L4 Paper 2 – this was set for Report 190/191 N4 and not NC(V) L4.

### 1.5.3 Internal moderation

There had been no improvement in the quality or standard of internal moderation since 2016.

- Thirty-five percent of the internal moderators' reports were of poor quality and/or low standard; an increase of 4% from the previous year. The approval of flawed question papers by internal moderators raised concerns. Some internal moderators focused on the correction of the layout, grammatical and typographical errors, neglecting other areas of compliance such as cognitive distribution and adherence to the SAG.
- For example:
  - Mathematical Literacy L3 Paper 1: The internal moderator declared the paper print ready but the question paper had many areas of non-compliance;
  - Applied Accounting L4 Paper 1: Although the internal moderator's report was complete, the quality was questionable. The report indicated complete compliance for most of the criteria; however, this was not the case. The paper and marking guideline were riddled with grammatical and calculation errors.
- Thirty-eight percent of internal moderators' reports were partially complete, an increase of 4% since the previous year. Incomplete reports included those with details missing and those where checklists had been completed with no valuable input. For example:
  - In Life Orientation L4 Paper 2, quality indicators that were not applicable to the subject were ticked "yes".
  - In English FAL L4 Paper 2, of the five questions set, only one met the requirements. This meant that the paper had to be reset. However, the internal moderator's report did not indicate any suggested changes to the paper and the paper was approved in its original form by the examiner. This implied that the checklist had been completed without the question paper being scrutinised by the internal moderator.
- In 28% 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. For example:
  - In Animal Production L3: The internal moderator recommended including questions assessing higher order thinking skills, but this was not implemented by the examiner. Ultimately, the question paper was approved by the internal moderator without the necessary changes.
  - In Art and Science of Teaching L4: The internal moderator had clearly worked through the question paper and made relevant comments. However, the question paper and marking guideline had many grammatical errors, poorly phrased questions, and omissions of mark distribution, all of which should have been rectified during internal moderation. There was no evidence indicating that the internal moderator's recommendations had been implemented.

### 1.5.4 Content coverage

- The spread and/or weightings of learning outcomes and assessment standards was not always appropriate in 21% of the question papers, and 20% of the question papers showed an inappropriate distribution of marks across cognitive levels. Question papers that failed to satisfy the requirements of the Subject and Assessment Guidelines (SAG) were reset or substantially reworked. For example:
  - Mathematical Literacy L3 Paper 2 and Life Orientation L4 Paper 1: The papers were not compliant in several respects and required substantial reworking to align them to the SAG; and
  - Mathematical Literacy L2 Paper 1 and Construction Planning L3 were reset to satisfy the requirements of the SAG as well as other criteria that had not been met.
- Twenty-eight percent of question papers did not assess higher order thinking skills. For example:
  - Electrical Principles and Practice L2 contained no drawings to test the ability to translate visual evidence to a written response.
- In 12% of the papers, some questions did not take into account the latest developments in the subject. For example:
  - Mathematical Literacy L3 Paper 1: The questions were not based on a workplace context; and
  - Electrical Principles and Practice L4: The paper did not cover the latest developments in technology; for example, current motor and transformer technology.

### 1.5.5 Quality of questions

Poorly formulated questions were identified in some question papers.

- Thirty-six percent of the question papers contained some questions that were not clearly expressed, and in 25% of the papers some questions did not provide clear instructional key words/verbs;
- In 20% of the papers, the questions did not contain sufficient information to elicit an appropriate response, and 14% of the papers contained factual errors or misleading information;
- References in questions were not relevant or correct in 11% of the papers. For example:
  - Construction Planning L3: The drawing provided was of third angle orthographic projection but the question referred to first angle orthographic projection; and
  - Consumer Behaviour L4: The references to texts and illustrations were not included.
- Multiple-choice questions in 17% of the question papers were poorly structured. For example:
  - Tourism Operations L3 (one question) and Applied Accounting L4 Paper 1 (two questions): The options included more than one possible match to the stem.
  - Absolute terms such as "always" and "never" were used in Systems Analysis and Design L3, Physical Science L4 Paper 1 and Process Chemistry L4.
- The quality of questions in the following papers was inappropriate and required attention:
  - Life Orientation L3 Paper 1: There were not many questions that required candidates to reason or argue. Questions 5, 6, 7 and 8 would have been ideal for testing reasoning and arguing ability; instead, the questions were reduced to demanding only the regurgitation of content.

- Mathematical Literacy L3 Paper 1: The inclusion of sources such as diagram, map, till slip and graph in some questions was not relevant or functional. Some of the questions were based on personal contexts rather than workplace contexts.
- Systems Analysis and Design L3: In questions where scenarios were provided, no instructions were given to candidates. In some cases, where scenarios were given these had no relevance to the questions. There were no questions dealing with the design aspect of the subject. The question paper lacked innovation as many questions in the paper were mere adaptations from previous examinations.
- Transport Operations L3: Some of the questions in the paper contained ambiguous wording and vaguely defined problems that could have resulted in misunderstandings. The source material in the paper was not relevant or functional.
- Wholesale and Retail L3: The complexity of the questions did not match the mark allocation in most questions. Too many marks had been allocated to knowledge questions. Although the text in the paper was pertinent to the wholesale and retail industry, it was complex, long and irrelevant to the questions. No application or reasoning skills were tested in the paper.
- Animal Production L4: Too many marks were allocated to questions with low cognitive demand. The introductory/leading statements in certain questions were not relevant or functional.
- Contact Centre Operations L4: The paper contained only one scenario, which was poorly constructed and contained irrelevant information. Questions based on this scenario were equally poor. There was no logical sequence to the questions, therefore these had to be rephrased/restructured or repositioned in the question paper. The scenario did not allow for questions across all cognitive levels.
- Early Childhood Development L4: Two problems that have occurred in the paper over the last two years persisted. Answers to questions in Section B could be ascertained from Section A; and answers to some questions tended to cover a very wide range and would be difficult to mark. One question was repeated, worded differently and allocated a different mark.
- Financial Management L4: In some questions, too many marks were allocated to questions that required the extraction of information from a scenario, while too few marks were allocated to calculations. In some questions, the information provided was either incorrect or contradictory. The scenario also related to more than one question and the information provided in subsequent questions did not match preceding questions, especially from an accounting viewpoint. The wording in some of the questions was confusing and would not elicit the response reflected in the marking guideline.
- Sustainable Tourism in SA and International Travel L4: The case studies were mere comprehension exercises.
- English FAL L3 Paper 2: Even though the instructions were clear, they contained information that was irrelevant to the questions. This unnecessary information might have caused confusion and delayed slow readers.
- English FAL L4 Paper 2: The guidelines make mention of an 'editorial' but the paper contained an editing question, suggesting that neither the examiner nor the internal moderator understood the term.
- Mathematics L4 Paper 2: The question on trigonometry (about 24%) was based on the Level 3 curriculum. The main topic in trigonometry, namely compound angles, had been omitted. An outdated 2013 tax table was used although the 2017 and 2018 tables were available.

### 1.5.6 Marking guidelines

- In 12% of the marking guidelines, some of the answers did not correspond to the question papers, while some of the answers in 38% of marking guidelines were incorrect/inaccurate/incomplete. For example:
  - Financial Management L4 has its basis in Accounting. Therefore, extra care should be taken to ensure that all questions and answers comply with accounting principles and practices. Research must be conducted before finalising answers, especially in the theory questions, such as definitions.
  - Eighteen percent of the marking guidelines did not allow for alternative responses where these were applicable, and when these had been provided they were not exhaustive.
- Twenty-five percent of marking guidelines would not have facilitated accurate marking. For example:
  - Applied Accounting L4 Paper 1: The marking guideline contained many incorrect calculations. Simple figures had been transferred incorrectly and principle marks were overlooked. The basic format for the income statement was presented incorrectly.
  - Construction Planning L3: The rubric for one of the questions was inconsistent and had to be replaced.

### 1.5.7 Language and bias

- There were grammatical errors in 26% of the question papers and 10% of marking guidelines. For example:
  - English FAL L3 Paper 2: The language proficiency of the examiner and internal moderator raised concerns as there were many grammatical errors.
- In 21% of the question papers, there were subtleties in grammar that could have resulted in misunderstandings on the part of candidates.

### 1.5.8 Predictability

- Twelve percent of papers contained questions that could have been easily spotted or predicted and 12% of question papers contained a question(s) taken verbatim from past examination papers. For example:
  - Systems Analysis and Design L3: Many questions were mere adaptations from previous examinations.
  - Food Preparation L4: Questions had been taken verbatim from past papers and some questions were duplicated in the question paper.
  - Mathematics L2 Paper 2: Two questions were taken from papers from the last three years, and a drawing had been taken from the Supplementary 2017 paper.
- In 25% of question papers there was a lack of innovation: For example:
  - Electrical Principles and Practice L4: The question on resistor network calculations was too basic for Level 4 and lacked innovation as similar questions had been asked in previous examinations.

### 1.5.9 Adherence to policies/guideline documents

- Seven percent of question papers grossly contravened the provisions of the SAG in terms of content coverage and cognitive level distribution and had to be reset. These subjects were: Animal Production L3 and L4, Applied Accounting L4 Paper 2, Computer Programming L4 Paper 2, Construction Planning L3, Food Preparation L4, Mathematical Literacy L2 Paper 1, Mechanical Draughting and Technology L4 Paper 2, Physical Science L4 Paper 1 and Refrigeration and Air Conditioning Processes L4.
- Question papers with minor lapses in their adherence to the SAG were modified. For example:
  - Mathematics L2 Paper 1 contained questions that went beyond the scope of the curriculum;
  - Carpentry and Roof Work L4 was set in accordance with the textbook;
  - The Human Body and Mind L4 did not adhere to cognitive distribution as stipulated in the SAG.

## 1.6 Directives for Compliance and Improvement

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

- Question papers submitted to Umalusi meet all the prescribed technical requirements;
- Question papers presented for external moderation are accompanied by the correct supporting documents and these should be completed in full and correspond with the question papers;
- Illustrations, graphs, tables and visuals in the question papers are of good quality and print ready. (There are various programmes available with which to create high quality diagrams and graphs);
- The following internal moderation aspects are addressed:
  - Internal moderation needs to be conducted thoroughly, with the aim of improving the quality and standard of question papers.
  - Contact details of the examiner and internal moderator must be provided, and these individuals should avail themselves when the need for consultation arises.
  - Internal moderators' reports should provide detailed and comprehensive recommendations/comments and evidence that these recommendations have been implemented or addressed.
- Marking guidelines are comprehensive and error free, and the allocation of marks within questions is clearly indicated;
- The question papers meet the requirements as stipulated in the SAG; questions are carefully formulated to elicit the desired response and the use of complex sentence structures are avoided. The assessment standards are appropriately linked and integrated;
- Question papers contain questions that will challenge the students to use their creativity. Questions based on real-life scenarios should be included. Questions with source material should test across the cognitive levels;
- A greater degree of innovation is reflected and more authentic situations are included in the questions. Reasoning should be factored into some of the questions, in an attempt to challenge the more advanced candidates.

- The language register is appropriate to the level of the candidate; grammar rules should be observed in both the question paper and marking guideline and question papers should be free from any form of bias;
- Examiners refrain from using questions from past papers and include more innovative questions to enhance quality; and
- Question papers contain information that is recent, relevant and in line with the latest trends in industry as well as the latest developments in the subject and teaching techniques.

## 1.7 Conclusion

Based on the external moderators' findings and feedback, Umalusi concluded that the overall standard of the moderated sample of the November 2017 question papers was acceptable. Although a number of question papers were not submitted to the external moderator in print-ready form, they were adjudged acceptable overall.

The curricula in some of the technical and business subjects should be reviewed to incorporate the latest teaching techniques and developments in the subject, as well as the latest trends in industry and business.

The quality of questions raised some concerns. The examining panel should pay particular attention to the formulation of questions. Texts and source material used in a question paper should be appropriate. Question papers must contain information that is recent, relevant and in line with the latest trends in industry and with the latest developments in the subject and teaching techniques.

The quality and standard of marking guidelines, assessment grids and internal moderators' reports still require improvement.

# CHAPTER 2 MONITORING/MODERATION OF INTERNAL CONTINUOUS ASSESSMENT

## 2.1 Introduction

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

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

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

Standardised practical assessment tasks have been developed and implemented for most of the Level 3 and 4 vocational subjects to address the poor quality or non-implementation of practical tasks in the past. All the assessment tasks for Level 2 and the fundamental subjects continue to be developed at the sites of learning or at college or provincial level, thus with some form of standardisation.

The main objective of moderating the internal assessment portfolios was to verify that the lecturer portfolio (PoA) and the students' portfolios (PoE) adhered to the ICASS Guidelines, i.e. to ensure that sufficient tasks of different types had been administered and that the quality assurance of the internal assessment component of the NC(V) had been effectively managed, in order to:

- Ascertain the appropriateness and standard of the assessment tasks in the case of vocational subjects without standardised tasks and the fundamental subjects;
- Determine whether ICASS allowed for assessment to take place at the time of learning and, more importantly, to be integrated with teaching;
- Determine the extent to which the new standardised practical assessment tasks (PAT) for Levels 3 and 4 had been implemented and whether they required review;
- Ensure that evidence had been collected and documented efficiently; and

- Ensure that assessment across different sites of delivery was consistent and that standards had been maintained.

## 2.2 Scope and Approach

Umalusi visited each province during October 2017 to moderate Levels 2, 3 and 4 internal assessment student and lecturer portfolios from a sample of National Certificate (Vocational) subjects. In the main, Level 4 subjects were moderated, except for the fundamental subjects such as English FAL, Life Orientation, Mathematical Literacy and Mathematics, which were moderated at all three levels. Plant Production/Advanced Plant Production, Early Childhood Development, Multimedia Basics/Multimedia Content/Multimedia Service, Physical Science, Renewable Energy Technologies and Transport Economics were also moderated at all three levels. Construction Planning and Tourism Operations were moderated at Levels 2 and 4, while Afrikaans FAL, Plumbing, Electrotechnology, Criminal Law, Engineering Practice and Maintenance, The Human Body and Mind, Science of Tourism, The South African Health Care System and Welding were moderated at Levels 2 and 3. Wholesale and Retail was moderated at Level 3 only.

The external moderation took place at centralised venues in all nine provinces over a period of four days, from 20–23 October 2017. Thirty-eight subjects were selected for moderation (compared to 27 subjects in 2016). Please note subjects at different levels counted as one subject only. Life Orientation Life Skills and ICT however counted separately. Unfortunately, even though the portfolios for Financial Management had been submitted on time to the Eastern Cape venue, the external moderator had, for personal reasons, not been able to moderate the files. These portfolios have thus not been included in the table that indicates the number of sites where moderation took place and they have also been excluded from the findings reported below as they were not externally moderated.

Of the 38 subjects moderated, most were moderated in one or across two provinces (see list below). However, Physical Science, Multimedia (Basics/Content/Service) and Science of Tourism were moderated at L2, L3 and L4 across three provinces, while Life Orientation was moderated separately across five provinces.

The subjects and the provinces where the portfolios were moderated are indicated in the table below. This table also reflects the levels of the included portfolios as well as the number of campuses or sites (indicated in brackets) involved in the process.

**Table 2A: Moderation of ICASS portfolios – October 2017**

| No. | Subject | Province | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Eastern Cape (EC) | Free State (FS) | Gauteng (GP) | KwaZulu-Natal (KZN) | Limpopo (LP) | Mpumalanga (MP) | North West (NW) | Northern Cape (NC) | Western Cape (WC) |
| **1.** | Plant Production/Advanced Plant Production | L2, L3 and L4(3) | | | L4(3) | | | | | |
| **2.** | Advertising and Promotions | | | L4(4) | | | L4(1) | | | |
| **3.** | Afrikaans First Additional Language | | | | | | | | | L4(5) |
| **4.** | Business Practice | | | | | | | L4(5) | | |
| **5.** | Carpentry and Roof Work | | | | | L4(5) | | | | |
| **6.** | Client Services and Human Relations | L4(5) | | | | | | | | L4(5) |
| **7.** | Construction Planning | | | | | | | | | L2, L4(5) |
| **8.** | Plumbing | | | | | L3, L4(5) | | | | |
| **9.** | Criminal Law/Law Procedures and Evidence | | | | L3(1) L4(4) | | | | | |
| **10.** | Data Communication and Networking | L4(4) | | | | | | | | L4(5) |
| **11.** | Early Childhood Development | L2, L3 and L4(5) | | | | | L2, L3 and L4(3) | | | |
| **12.** | Economic Environment | | | | | L4(5) | | | | |
| **13.** | Electronic Control and Digital Electronics | | | | | | | L4(5) | | |
| **14.** | Electrical Systems and Construction | | | | L4(5) | | | | | |
| **15.** | Electrotechnology | | | L3 and L4(5) | | | L3 and L4(2) | | | |
| **16.** | Engineering Practice and Maintenance/Engineering Processes | | L3 and L4 (5) | | | | | | | |
| **17.** | English First Additional Language | | L2 and L4 (10) | | | | | | | L3(5) |

| No. | Subject | Province | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Eastern Cape (EC) | Free State (FS) | Gauteng (GP) | KwaZulu-Natal (KZN) | Limpopo (LP) | Mpumalanga (MP) | North West (NW) | Northern Cape (NC) | Western Cape (WC) |
| **18.** | The Human Body and Mind | | | | | | | | | L3, L4(5) |
| **19.** | Life Orientation Paper 1 (Life Skills) | L4(5) | | | L4(4) | | | | L3 (4) | |
| **20.** | Life Orientation Paper 2 (ICT) | L4(5) | L2 (5) | L3(5) | L2, L3 and L4 (15) | | | | | |
| **21.** | Marketing | | | L4(5) | | | | | | |
| **22.** | Mathematical Literacy | | | L3(5) | | L2, L4 (10) | | | | |
| **23.** | Mathematics | | | | L2 and L3 (10) | | | L3(5) | | |
| **24.** | Multimedia Basics/Multimedia Content and Multimedia Service | | | L2(1) | | | | L3 and L4(2) | | L2 and L4(5) |
| **25.** | Office Practice | | L4 (4) | | | | | | | |
| **26.** | Physical Science | L2, L3 and L4(3) | | | | L3(3) | L2, L3 and L4(5) | | | |
| **27.** | Renewable Energy Technologies | L2, L3 and L4(5) | | | L2, L3 and L4(5) | | | | | |
| **28.** | Science of Tourism | L4(3) | | L4(1) | | | | L3 and L4(4) | | |
| **29.** | The South African Health Care System | | | L3 and L4(5) | | | | | | |
| **30.** | Tourism Operations | | | | | L2 and L4(5) | | | | |
| **31.** | Transport Economics | | | | | L2, L3 and L4(3) | | | | |
| **32.** | Welding | L2, L3 and L4(3) | | | L3 and L4 (5) | | | | | |
| **33.** | Wholesale and Retail | | | | L3(5) | | | | | |

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

The centralised moderation of portfolios was completed during October 2017. DHET Regional offices, colleges and campuses were informed in writing in advance of this moderation process. A sample of sites, including public and private colleges and correctional services centres, were each requested to submit six Portfolios of Evidence (PoE) for moderation, together with the relevant portfolio of assessment (PoA). Staff from selected TVET colleges as well as from the Western Cape and Gauteng regional offices coordinated the planning of this moderation process.

Umalusi's brief was to ascertain compliance with the stipulations of the ICASS Guidelines. Its main focus was, however, the in-depth evaluation of the quality of one specific task.

A total of 239 sites (an increase of 4% compared to the 220 sites in 2016), representing 38 National Certificate (Vocational) subjects, was sampled by Umalusi for the moderation of Portfolios of Assessment (PoA) and Portfolios of Evidence (PoE). Despite being informed in writing in good time of Umalusi's impending external moderation, the following site (compared with 12 sites in 2016, thus an improvement) failed to submit their portfolios for moderation:

**Table 2B: Failure to submit portfolios**

| College | Campus | Subject |
|---|---|---|
| Flavius Mareka | Sasolburg | Office Practice L4 |

The following eleven campuses, this concurs with 11 that submitted late in 2016, submitted their portfolios late and the moderation had to be completed off-site:

**Table 2C: Late submission of portfolios**

| College | Campus | Subject |
|---|---|---|
| Coastal | As Salaam | Electrical Systems and Construction L4 |
| Coastal | Appelbosch | Life Orientation: ICT L4 |
| Coastal | Umlazi BB | Mathematics L2 |
| Esayidi | Gamalakhe | Advanced Plant Production L4 |
| Esayidi | Port Shepstone | Life Orientation: Life Skills L4 |
| | | Life Orientation: ICT L4 |
| King Hintsa | Dutywa | Data Communication and Networking L4 |
| King Hintsa | Teko | Plant Production L3 and Advanced Plant Production L4 |
| King Sabata Dalindyebo | Mngazi | Life Orientation: Life Skills L4 |
| | | Life Orientation: ICT L4 |
| Orbit | Rustenburg | Multimedia Content L3 |
| | | Multimedia Services L4 |
| Sekhukhune | CS Barlow | Carpentry and Roof Work L4 |

The late submission or failure to submit portfolios inconvenienced Umalusi and will not be tolerated in future.

The Appelbosch Campus of the Coastal TVET College submitted PoE only. It was thus impossible to moderate this campus's files effectively.

The Plessislaer Campus of Umgungundlovu TVET College submitted its portfolios on time, but an administrative error meant that they had to be redirected to the correct external moderator. All the sites reflected in Table 2C are included in the findings that follow in the next section.

It must be noted that although files of Rustenburg of Orbit TVET, Teko and Dutywa of King Hinstsa TVET and Gamalakhe of Esayidi TVET College were submitted, the findings were not recorded in the report.

## 2.3 Summary of Findings

### A. PORTFOLIOS OF ASSESSMENT

#### 2.3.1 Contents

Umalusi expects lecturers to ensure that their portfolios of assessment (PoA) contain all the relevant documents and information, namely:

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

Since the format of the PoA has been standardised nationally, the general finding was that the contents and appearance of the PoA had improved steadily in terms of compliance over the past seven years, which is encouraging. However, a total of only 29 sites (11%) had assembled all the necessary documents and evidence in their PoA (compared to 24 in 2016). A further seven sites would have been fully compliant had they included evidence of SACE registration in their files. Those sites that met all the requirements are listed in the following table:

**Table 2D: Campuses with 100% PoA compliance**

| Subject | College | Campus |
|---|---|---|
| Advertising and Promotions L4 | Gert Sibande | Ermelo |
| Afrikaans FAL L3 and L4 | Boland | Caledon, Paarl and Worcester |
| Construction Planning L2 and L4 | Northlink | Belhar |
| Construction Planning L4 | South Cape | Mossel Bay |
| | Boland | Paarl |
| Plumbing L4 | Capricorn | Lebowakgomo and Seshego |
| | Vhembe | Mavhoi |
| Early Childhood Development L2 | Nkangala | Middelburg |
| Early Childhood Development L2 and L3 | Buffalo City | East London |
| Economic Environment L4 | Vhembe | Tshisimani |
| Engineering Practice and Maintenance L3 | Goldfields | Tosa |
| English FAL L2 | Flavius Mareka | Kroonstad |
| English FAL L3 | West Coast | Atlantis |
| | Boland | Strand and Stellenbosch |

| Subject | College | Campus |
|---|---|---|
| The Human Body and Mind L3 | College of Cape Town | Crawford |
| The Human Body and Mind L3 and L4 | Boland | Caledon |
| Marketing L4 | Western | Randfontein |
| | Ekurhuleni West | Alberton |
| Office Practice L4 | Maluti | Harrismith |
| Physical Science L3 | Waterberg | Mokopane |
| Renewably Energy Technologies L2 | Eastcape Midlands | Park Avenue |

The following colleges were identified as having PoA that were well organised, neatly presented and well maintained, even though in some instances documents were missing:

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

| Subject | College | Campus |
|---|---|---|
| Life Orientation L4 ICT | Esayidi | Port Shepstone |
| Mathematics L3 | Orbit | Rustenburg |
| Tourism Operations L4 | Capricorn | Polokwane |

Umalusi observed particularly presentable PoA at the following sites:

**Table 2F: Campuses with presentable PoA**

| Subject | College and Campus | Special Mention |
|---|---|---|
| Tourism Operations L4 | Capricorn: Polokwane | The technical layout of and administration of the documents from this campus were above the required standard. |
| Mathematical Literacy L2 | Vhembe: Thengwe | The organisation of the contents of the PoA could be shared with other campuses in the region. The tasks were all filed together with their marking guides, analysis grids, and pre- and post-assessment checklists. The reviews were also included. This helped lecturers and moderators to ensure that all processes had been followed. |

Some of the PoA at campuses that had monitoring visits in May 2017 had improved their documentation. This is discussed in 2.4.

Aspects in which the majority of sites were not fully compliant were the following:

- Five percent of the sites had not provided a table of contents (an improvement on the 11% of 2016);
- Seventeen percent (compared to 23% in 2016) of the sites had not included their personal details;
- Eight percent of the PoA did not contain the latest version of the assessment guides, which was a great improvement on the previous year's 20%;
- Even though pacesetters (year plans) were found in 81% of the PoA, only 64% of the lecturers appeared to have used these as working documents for planning and monitoring exercises. These percentages reflect a sharp increase from 2016 in the number of lecturers who see the value of a year plan and who use it as a planning document. In 2016, only 69% of the PoA contained year plans and only 55% of teachers had used them as planning tools;

- With regard to the number of planned tasks being performed according to schedule, there was a marked improvement on the previous year. Sixty-nine percent of planned tasks were performed according to the schedule, an increase of 11% on the 58% of the previous year. Where 93% of the sites had evidence of theoretical tasks, 85% had made provision for practical tasks. These findings were all improvements on 2016, when 86% of sites had evidence of theoretical tasks, 7% fewer than 2017, and only 66% of sites provided evidence of practical tasks, 19% fewer than 2017. Seventy-eight percent had included marking guidelines compared with 76% in 2016;
- Umalusi found that it could not always check whether the marks had been accurately calculated, converted and recorded. However, 76% of the moderated PoA showed evidence that the marks had been recorded correctly, compared to 75% in 2016; however, only 63% of the sites had converted the raw marks correctly, compared with 64% in the previous year. Both percentages remained low and required attention;
- As a result of an annual request that sites indicate which assessments had been moderated, 65% of lecturers had done so, 18% more than in 2016 when the figure was 47%. The situation had thus improved considerably;
- Seventy-six percent (1% down from 2016) had planned for internal moderation with a pre-moderation checklist and 71% (1% up from 2016) had included a post-moderation checklist. There had thus been little improvement on the previous year, despite this essential aspect of teaching and learning being flagged as an area of concern. Instead, the level of internal moderation at the colleges remained more or less the same: 52% of lecturers had analysed and evaluated their students' performance for each task compared with 47% in 2016. The only area in which there was a real decrease in 2017 was in the provision of evidence that tasks had been reviewed: only 25% of sites, compared to the 33% of 2015 and 2016, could provide this evidence, despite reminders that this was an essential part of teaching and learning;
- These statistics showed a slight improvement in internal moderation practices when compared to previous years, but there was also evidence that internal moderation was not being taken seriously. As in 2015 and 2016, files appeared to have been compiled as a form of window dressing, with a great deal of shadow marking taking place, instead of as an essential tool to aid teaching; and
- The PoA is meant to offer lecturers the opportunity to plan and keep a record of teaching and learning. This was apparently not always the case.

The following chart depicts some of the findings described above, illustrating the slight increase in compliance in the last two years, except in the review of tasks.

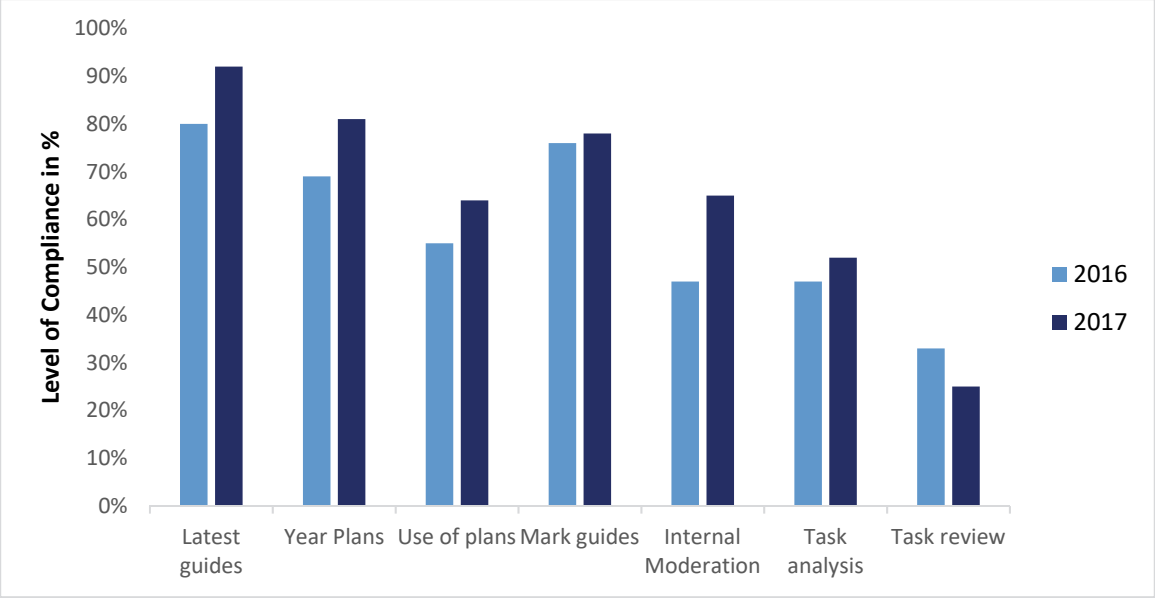



**Figure 2A: Comparison of PoA documentation between 2016 and 2017**

Some of the sites were singled out for submitting a disorganised PoA, despite the ICASS Guidelines specifying the requirements. The external moderator of Mathematics L4 pointed out that despite emphasising the importance of implementing ICASS at TVET colleges, some campuses continued to ignore the requirements of internal assessment. Simply compiling a PoA seemed to present a real challenge for several colleges.

Serious issues related to a failure to comply with the requirements of the PoA were found at the following 37 sites (only 12 sites were identified in 2016):

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

| Subject | College and Campus | Comments |
|---|---|---|
| Data Communication and Networking L4 | Eastcape Midlands: Park Avenue | Score sheets were poorly or incorrectly labelled, and names of tasks did not correspond with what was in the PoE. |
| Plumbing L3 and L4 | Letaba: Maake, Vhembe: Mavhoi | The presentation of the PoA was unsatisfactory and did not make a good impression. |
| Law Procedures and Evidence L4 | Thekwini: Asherville | The PoA was untidy and some documents had been duplicated. |
| Law Procedures and Evidence L4 | Elangeni: Inanda | Documents had been duplicated in the PoA. |
| Life Orientation L2 ICT | Coastal: Umlazi V | Crucial assessment documents had been omitted from the PoA, such as three tasks and their marking guides as well as the internal examination and marking guides. This made it impossible to moderate the portfolios. In addition, marks had not been recorded or converted correctly. |
| Life Orientation L2 ICT | Brooklyn City College: Durban | Memoranda for only three of the nine tasks were filed in the PoA, and these had not been filed with their corresponding tasks. The tasks were fastened together and had not been numbered. None of this was picked up in the one monitoring visit that supposedly took place at the end of August. |

| Subject | College and Campus | Comments |
|---|---|---|
| Life Orientation L2 ICT | | The practical task was not submitted in the PoA. It was therefore not possible to judge the quality of the task. |
| Life Orientation L2 ICT | Motheo: Botshabelo<br>Rostec Technical College: Bloemfontein | All tasks had not been filed in the PoA and the necessary information could thus not be found. |
| Life Orientation L4 Life Skills | Ikhala: Ezibeleni | The PoA was shared by two lecturers, one for Life Skills and the other for the ICT component. There should be two files. |
| Life Orientation L4 ICT | Lovedale: King | The task was not found in the PoA. |
| Life Orientation L4 ICT | Elangeni: KwaMashu | An incomplete assessment was found in the PoA, with only a cover page and one question, and no marking guideline. The relevance of the assessment could thus not be assessed. |
| Life Orientation L4 ICT | Lovedale: King,<br>King Sabata Dalindyebo: Mngazi<br>Ikhala: Ezibeleni<br>Eastcape Midlands: Grahamstown<br>Ingwe: Siteto<br>Elangeni: KwaMashu and Pinetown<br>Thekwini: Cato Manor<br>Coastal: Appelbosch<br>Esayidi: Port Shepstone | Colleges did not adhere to the guidelines for the compilation of the PoA and documents were not filed in the correct order, and assessments were not numbered correctly. |
| Mathematical Literacy L2 | Rostec Technical College: Polokwane | Task 6 assessment and marking guideline was in the PoA. |
| Mathematical Literacy L3 | Tshwane North: Soshanguve | There were no practical assessment tasks in the PoA. One of the practical tasks was a test that was administered in half an hour. |
| Mathematics L2 | Coastal: Umlazi BB | Their PoA were a combination of a subject file and a PoA. The assessment plan included only four of the seven assessments. The subject guidelines were out of date. The instruments and tools did not match. |
| Mathematics L4 | Mthashana: Nongoma | The PoA was haphazardly arranged with several items missing. |
| Mathematics L4 | Mthashana: Nongoma<br>Elangeni: Mpumalanga<br>Mnambithi: Ladysmith<br>Umfolozi: Eshowe<br>Coastal: Durban | PoA contained unnecessary tasks and their supporting documents were not included in the PoA. These documents, as well as the mark sheet, should have provided evidence that the curriculum was being taught appropriately, and of whether lecturers and students required additional support. |
| Physical Science L3 | Capricorn: Seshego | There had been little improvement since the moderation in 2016. The PoA seemed to duplicate the previous year's assessment tasks with the same problems and gaps that had been identified then. |
| Welding L2, L3 and L4 | Buffalo City: Charles Goodyear | There were no practical tasks in the PoA for Levels 2 or 3. In the case of Level 4, there was only one practical assessment task (PAT 1) in the PoA but no PAT 2. Even though the files had been audited by the campus, this poorly constructed PoA with all its shortcomings was not rectified. |

| Subject | College and Campus | Comments |
|---|---|---|
| Carpentry and Roof Work L4 | Letaba: Maake | The PoA documentation was incomplete. |

An issue that is raised each year is the fact that some lecturers are not qualified to teach their subject. This continues to cause concern. If lecturers are not in possession of a SACE certificate, this suggests that they do not have a teaching qualification. However, this is not automatically the case. In this external moderation, 66% of lecturers were registered with SACE, 2% fewer than in 2016, and 74% had teaching experience, a positive 10% increase since 2016. Unfortunately, only 51% compared with 2016's 48% had industry experience.

### 2.3.2 Assessment tasks

Umalusi's focus was on one practical task only, but in the absence of practical tasks, moderators were obliged to consider any available assessments.

Provision had been made for practical assessments in 85% of instances, which was a great improvement on the 74% of 2016, but the fact remained that at 15% of sites there was no sign of a practical task. Once again, Umalusi complained that the tasks were not numbered in the PoA, which made external moderation difficult as the correct tasks could not be located easily.

The following sites did not comply with ICASS Guidelines for practical assessments (please note that PAT or the Practical Assessment Task is mentioned in the table, but will be discussed in more detail below):

**Table 2H: Campuses with no practical tasks**

| Subject | College and Campus | Comments |
|---|---|---|
| Plant Production L2 | Lovedale: Alice | Only a knowledge test with excessive emphasis on biology as a science and not as an applied science had been administered. |
| Plant Production L3 and Advanced Plant Production L4 | Lovedale: Alice | Even though tasks had been set by the DHET, these were not administered, but had been replaced with a theoretical test covering a small section of the curriculum. |
| Early Childhood Development L4 | King Sabata Dalindyebo: Ntabozuko | The practical task had not been completed but was substituted with a written assignment that did not cover all the work. |
| Life Orientation L3 ICT | Mnambithi: Ladysmith<br>Thekwini: Centec<br>Umfolozi: Richtek<br>Elangeni: Ndwendwe<br>Coastal: Umlazi BB | The practical task consisting of a PowerPoint, email and internet presentation had not been done. Instead, the task was administered as a test. |
| Physical Science L3 | LTT Murungwa: Louis Trichardt | The standardised practical assessment tasks had not been done. |
| Physical Science L3 | Capricorn: Seshego | The standardised practical assessment tasks had not been done. The tasks that had been completed were not of an acceptable standard and comprised questions that were not at the appropriate cognitive levels. |

| Subject | College and Campus | Comments |
|---|---|---|
| Electrical Systems and Construction L4 | Mthashana: Nongoma<br>Elangeni: KwaDabeka<br>Coastal: As Salaam | The colleges did not administer the standardised task; the task that was completed was not practical but an assignment that was not in line with the assessment and subject guidelines. |
| Welding L2, L3 and L4 | Buffalo City: Charles Goodyear | There were no practical tasks in any of the PoE for Levels 2 and 3. The three moderated PoE included PAT 1, but there was no indication that PAT 2 had been completed. The scripts featured very similar answers. |
| Welding L3 | Umfolozi: Mandeni | No practical work had been done. The first practical was a theory test and practical 2 was part of the ISAT. There was no evidence of additional practical tasks to practise welding skills before the PAT and ISAT could be attempted. |
| Welding L4 | Umfolozi: Esikhawini | No practical work had been done, and no formative practical exercises either. |
| Welding L4 | Elangeni: Ntuzuma | The second practical assessment was incomplete and no additional formative tasks had been done. |
| Welding L3 | Umfolozi: Mandeni | This campus did not use the department's PAT; the tasks it had used were not of an appropriate standard. |

Umalusi expressed concern about the following:

- The ICASS Guidelines on the implementation of ICASS were used in only 75% of instances, as in 2016. No improvement on 2016 was discernible; and
- As noted in 2013, 2014, 2015 and 2016, assessors often confused the terms "test" with "task" and "assignment" with "project". They also referred to a theoretical task as a practical task. This confusion indicated that lecturers had not grasped what the tasks were designed to assess and how this should take place.

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

**Table 2I: Quality of practical task**

| Subject | College and Campus | Comments |
|---|---|---|
| Advertising and Promotions L4 | Western College: Randfontein | PAT 1 and 2 had not been done; instead, theoretical tasks were administered as practical tasks and these comprised low order type of questions. |
| Client Services and Human Relations L4 | Ikhala: Aliwal North | The assessments were, in general, of a poor standard and appeared to be a group task as all candidates had achieved very similar marks. |
| Criminal Law L3 | Mnambithi: Estcourt | There was no evidence that the practical task, which consisted of an article, had been completed. |
| Early Childhood Development L2 | Buffalo City: East London | The tasks were untidy, an aspect that should be improved.. |
| English FAL L4 | Motheo: Hillside View | The tasks were not cognitively challenging and, in order to award the number of marks required, marks were inflated. Previous examination papers were used as tasks. |

| Subject | College and Campus | Comments |
|---|---|---|
| English FAL L4 | Motheo: Thaba Nchu | The quality of the tasks was very poor. No consideration had been given to cognitive levels. |
| Electrical Systems and Construction L4 | Mthashana: Nongoma<br>Vryheid<br>Elangeni: KwaDabeka<br>Coastal: As Salaam<br>Umfolozi: Richtek | The first practical task did not have a proper description of the overall task, and there was no evidence of a second task. The assessments were in a very poor state with no mark allocation. |
| Life Orientation L2 ICT | Mnambithi: Ezakheni | This campus used the previous year's examination paper as the task; this should have been used for practice only. There was thus no authenticity. |
| Life Orientation L4 ICT | Thekwini: Cato Manor | The task was of poor quality as it was not legible, it was poorly structured, the instructions were badly formulated and there was an overload of information. The mark allocation also differed from that in the marking tool. |
| Life Orientation L4 Life Skills | Ingwe: Siteto | The task contained a number of typing errors and incorrect totals, which were evidence of a lack of proofreading or internal moderation. |
| Life Orientation L4 ICT | Ikhala: Ezibeleni | Three hours had been allocated for a 50-mark question; this differed from the one hour stipulated in the marking guideline. The marks did not add up to 50, but to 65. |
| Mathematical Literacy L2 | Capricorn: Polokwane<br>Matatshe: Louis Trichardt<br>Vhembe: Thengwe<br>Lephalale: Modimolle | Several cover pages did not contain all the necessary information such as name of subject, date, number of test, content covered, correct time allocation and mark allocation. There were many errors. The graph and the legend were not clear. An effective internal moderation process would have identified most of these problems. The task had been copied from a textbook with ticks inserted by hand. It was also not clearly visible. |
| Mathematics L2 | Majuba: Dundee Technology Centre<br>Thekwini: Melbourne<br>Mnambithi: Ezakheni A | The task had been 'cut and pasted' from previous assessments. The assessment was not dated and no other details were provided. |
| Mathematics L3 | Vuselela: Klerksdorp | The presentation of all the tasks was poor as pages had been cut from different question papers and pasted to create an assessment. One task was scribbled and badly organised. |

The DHET has been phasing in standardised practical tasks (PAT) for L3 and L4 vocational subjects, and it was clear that teething problems had occurred. For instance, not all tasks were received on time by colleges to allow them to procure the necessary consumables. The fact that there are practical tasks that are set at the sites of learning for the fundamental subjects and some vocational subjects, as well as standardised tasks, complicated the evaluation of and reporting on the assessment. However, not all colleges had received their PAT on time, or implemented the PAT or a combination of the two systems. Only 56% of the colleges had started implementing standardised PAT.

The implementation of PAT was thus not without its challenges, as the following comments illustrate:

**Table 2J: Implementation of PAT in the vocational subjects at L3 and L4**

| Subject | College and Campus | Comments |
|---|---|---|
| Client Services and Human Relations L4 | Ikhala: Aliwal North | Group tasks have been discontinued with the implementation of PAT and this should be observed. Even though the DHET template was used for ISAT, this was not the case for PAT. |
| Client Services and Human Relations L4 | West Coast: Vredenburg | This campus needed assistance with the interpretation of PAT 2 for both lecturers and students. |
| Electrical Systems and Construction L4 | Mthashana: Nongoma<br>Umfolozi: Richtek<br>Elangeni: KwaDabeka<br>Mthashana: Vryheid<br>Coastal: As Salaam | Colleges did not receive the PAT on time, and thus used their own practical assignments. There was a great deal of inconsistency in the way the practical assessments were conducted. |
| Engineering Processes L4 | Motheo: Hillside View | PAT instruments were received too late for implementation. |
| Office Practice L4 | Maluti: Bethlehem | PAT 1 had been implemented but PAT 2 was replaced with the SACCI WBE task. PAT 2 was done as a formative task only, without clear evidence and with no recorded marks or internal moderation. |
| | Motheo: Bloemfontein | The prescribed practical PAT 2 task had not been implemented. |
| Physical Science L3 | LTT Murungwa: Louis Trichardt | The college had not used the developed standardised PAT for the practical component as stipulated in the DHET's ICASS requirements. |
| Science of Tourism L3 | Orbit: Mankwe<br>Taletso: Lehurutshe | Students needed guidance and adequate time for research. None of the PAT were dated. Instructions as set out in the PAT were not followed. Marks were allocated randomly, which inflated students' marks, and dates differed. The PAT could not have taken place in examination conditions. Had internal moderation taken place properly, value would have been added to the process of assessment, but this did not happen. |
| Science of Tourism L4 | Taletso: Lehurutshe<br>Orbit: Mankwe<br>Tshwane South: Odi<br>Eastcape Midlands: Grahamstown<br>Ikhala: Aliwal North<br>King Hintsa: Centane | Students required guidance and adequate time for research. Lecturers did not follow instructions for PAT or ISAT.<br><br>The DHET sent two instruments to the colleges: the first one was incorrect and the checklist included in the students' instructions was also incorrect. A second instrument was subsequently sent, containing the correct checklists. Lehurutse campus did not use the amended assessment. |
| Tourism Operations L4 | Vhembe: Makwarela and Mashamba.<br>Capricorn: Polokwane<br>Waterberg: IT and Computer Science Centre | PAT score sheets were not used consistently, creating confusion in marking and scoring. The fairness of the marks was questionable. |

| Subject | College and Campus | Comments |
|---|---|---|
| Wholesale and Retail L3 | Majuba: Centre for People Development<br>Esayidi: Kokstad<br>Mthashana: Kwa-Gqikazi<br>Esayidi: Port Shepstone<br>Esayidi: Gamalakhe | All of these campuses implemented the PAT. There were inconsistencies in marking and interpretation of the rubric. |

The technical aspects of the practical tasks (and these findings include the standardised PAT) had improved substantially since the previous year, and are rated as follows:

- Seventy-eight percent, as in 2016, were neatly typed, containing all the necessary information such as the name of the subject, the time allocation and an indication of the allocation of marks;
- In 86% of cases (82% in 2016), the instructions were clear and unambiguous;
- Appropriate language and terminology was used in 87% of cases. This was a significant improvement on the 75% of 2016;
- In most cases (85% tasks), the marking allocation was clear, also an improvement on the 79% of the previous year;
- Eighty-four percent of the marks allocated to tools corresponded with those for the task, compared with 72% in 2016, which was a significant improvement;
- Eighty-three percent of the tasks were correctly numbered, compared with 79% in 2016; and
- The time allocation was realistic and adequate for 86% of the tasks, compared with 67% in 2016, an improvement of 19%.

All these percentages represent a significant improvement on 2016. The following chart depicts the increase in quality of technical aspects of the tasks of the two years:

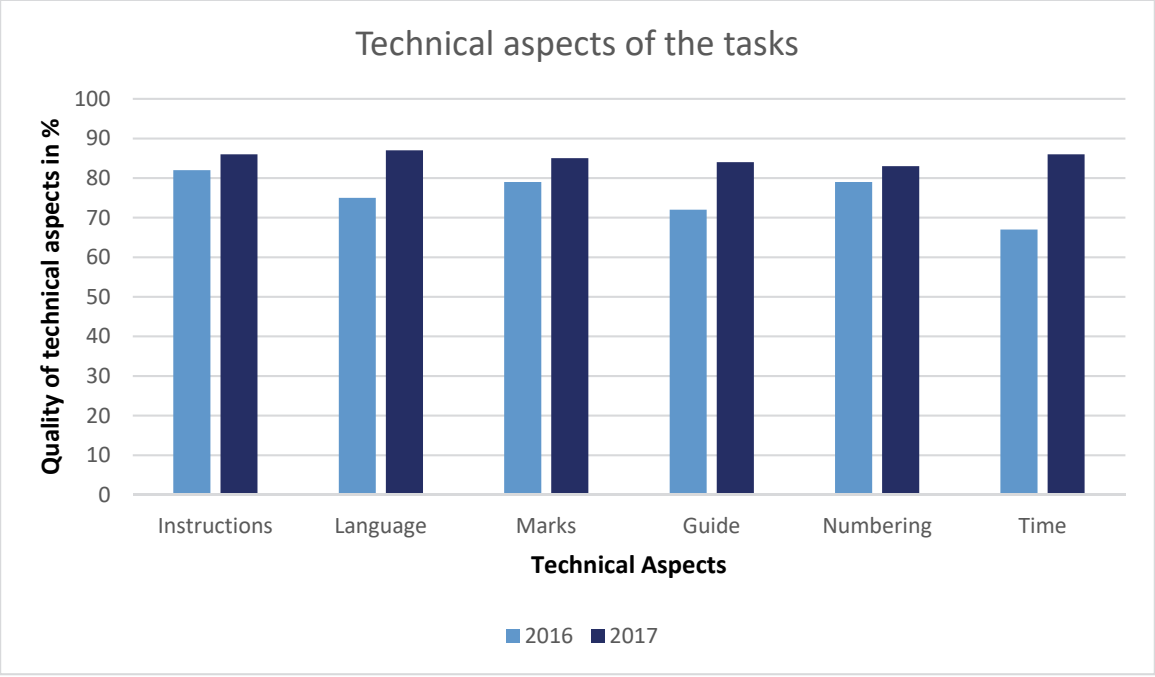



**Figure 2.B: Improvement in technical aspects of tasks since 2016**

This improvement may be attributed to the implementation of standardised practical tasks in the majority of vocational subjects.

However, the following campuses showed little or no evidence of tasks in their files:

**Table 2K: Campuses which had not submitted all their practical tasks**

| Subject | College and Campus | Comments |
|---|---|---|
| Advanced Plant Production L4 | Umfolozi: Eshowe | The second practical task was indicated as being due but nothing was found in the files. |
| Law Procedures and Evidence L4 | Mnambithi: Estcourt | The task in the PoE differed from the practical task in the PoA. No evidence of what the student had actually done was provided. |
| Law Procedures and Evidence L4 | Majuba: Newcastle | Only one of the five PoE contained the practical task. |
| Life Orientation L4 Life Skills | Lovedale: King | There was no evidence of practical tasks in the PoE. |
| Life Orientation L4 Life Skills | King Sabata Dalindyebo: Mngazi | Only 50% of the practical tasks could be found in the PoE (three out of six). |
| Life Orientation L4 Life Skills | Esayidi: Port Shepstone | The tasks in the PoE had been filed randomly in no particular order. Tasks were missing and there was no project. |

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

### 2.3.3 Assessment tools

Eighty percent of the marking tools were relevant and appropriate, a significant improvement on the 71% of 2016. Seventy-eight percent of the marking guidelines were clear and neatly typed, in comparison to 71% in the previous year, showing an improvement of 7%. Seventy-six percent of the marking guidelines were easy to use, which was significantly better than in 2016 at 61%. A clear indication of mark allocation within questions was provided in 77% of cases, which was also an improvement on the 65% in 2016. However, the deficit would still have made accurate marking difficult. Although there was a definite increase in compliance in the development of marking guidelines in 2016 compared to 2015, there was an even greater improvement in 2017. However, there is still room for improvement.

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

### 2.3.4 Internal moderation

Since 2011, Umalusi has observed a general lack of effective internal moderation of tasks and tools and of student performance. Judging from the general comments made by external moderators this year, very little seems to have been done to rectify the matter since the situation has remained largely unchanged. With the introduction of the PAT, pre-moderation is no longer applicable at the sites as these are standardised tasks received from the DHET to be implemented at colleges. At the time of this moderation, not all sites in the sample were implementing PAT.

**a) Pre-moderation** (moderation of tasks) where PAT had not yet been implemented

Even though there was an indication that an internal moderator's checklist existed in 58% of cases (70% in 2016), this appeared to be a formality and there was no evidence that it had been used effectively. In only 25% of cases was there any evidence of qualitative feedback on the task to the assessor. This was similar to the situation in 2016, with 24%. The majority of tasks had simply been rubberstamped or were cut-and-paste exercises from previous examination papers. Aspects such as typing and errors in language and mark allocation had simply been ignored. Only 29% of assessors, as opposed to 17% in 2016, had followed up or implemented recommendations where these had been made.

The general absence of internal moderation resulted in the poor assessment practices at 83% of the sites described in the previous section.

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

In only 59% of instances was the required 10% of marked tasks internally moderated, compared with 58% in 2016, with 59% of the moderated sample containing a full range of marks. In 2016, 58% contained a full range of marks. This meant that in many cases, moderation had not taken place at all. Once again, it was noted that where internal moderation of marking had occurred, it was in most cases a mere formality and shadow marking was practised. The internal moderator had provided qualitative feedback to the assessor in 26% of cases, compared to 24% in 2016. The situation had thus to all intents and purposes remained unchanged.

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

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

| Subject | College and Campus | Comments |
|---|---|---|
| Plant Production L2 | Lovedale: Alice | The checklist was a mere tick list. |
| Advanced Plant Production L4 | Elangeni: Mpumalanga | Moderation was simply a compliance issue, shadow marking occurred and nothing was added to the exercise. 'Selfies' without any sign of the evidence (the plant in question) had been provided as evidence, and had been marked. This irregularity was not noticed by the internal moderator. |
| Advanced Plant Production L4 | Esayidi: Unzimkhulu | Shadow marking was evident. |
| Carpentry and Roof Work L4 | Letaba: Maake<br>Mopani: Sir Val Duncan<br>Capricorn: Seshego<br>Vhembe: Makwarela | The overall quality of the internal moderation process was poor. |
| Client Services and Human Relations L4 | West Coast: Vredenburg<br>South Cape: Bitou<br>Boland: Stellenbosch<br>Northlink: Protea | There was no evidence that internal moderation had taken place, or that students had interpreted questions incorrectly or that the quality and standard of the marking had improved and became more consistent. Shadow marking seemed to have taken place. The sample size had not been adhered to. |

| Subject | College and Campus | Comments |
|---|---|---|
| Science of Tourism L4 | King Hintsa: Centane<br>Eastcape Midlands: Grahamstown<br>Ikhala: Aliwal North | The external moderator was concerned to note that most colleges had only conducted their internal moderation a week before the external ICASS moderation. |

Besides an absence of any moderation, the main problem appeared to be that shadow moderation was taking place, or that moderation was implemented for the sake of compliance rather than to improve the assessment practices it was meant to oversee.

### 2.3.5 Monitoring and auditing of portfolios

Monitoring and auditing visits took place at college or campus level at only 27% of the sites, which was an indication that they were not taking place as regularly as they should. In 2014, these visits took place at 82% of the sites, but since then the number of visits has dropped annually until this year, when it increased to 63%, the same as in 2017 The frequency of these visits ranged from once a year to five times a year. Forty-nine percent of the campuses received visits once a year; 32% of campuses received visits twice a year; 12% received visits three times a year; 3% had four visits annually and 5% of campuses, five. The majority of campuses were thus not being monitored every term.

It is especially worrying to note that where the single monitoring and auditing visit of the year did take place, in many instances this occurred in mid-May, just before the monitoring visit, or between 1 and 18 October, just prior to Umalusi's external moderation.

Only one regional audit had taken place in North West Province (Lehurutshe Campus, Taletso College) but no national visits had been made other than the visits by Umalusi. This was a clear indication of shortcomings in a system where provincial and national monitoring/support does not exist.

At sites where college or campus visits had taken place, 96% could provide auditing reports, compared to 57% the previous year. Even though there were auditing reports available in some cases, only 35% of these reports appeared to have been of assistance to lecturers, however. There was a similar finding in 2016, when only 26% of the reports appeared to assist lecturers. Sometimes, although a monitoring visit had taken place, non-compliance issues were ignored, as is clear from the many comments citing this. As the external moderator of Plant Production remarked, the monitoring checklist was merely a tick list and no attention was given to the quality of documents.

This general lack of quality assurance of teaching and learning at campus or college level may have contributed to the level of non-compliance in the sector. As in 2016, it appeared that complete responsibility for quality assurance lay with Umalusi. This might explain why some of the reports were dated just before Umalusi visited the site.

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

**Table 2M: Sites where no monitoring took place**

| Subject | College | Campus |
|---|---|---|
| Advertising and Promotions L4 | Tshwane North | Pretoria |
| Carpentry and Roof Work L4 | Letaba | Maake |
| | Mopani South East | Sir Val Duncan |
| | Vhembe | Makwarela |
| | Sekhukhune | CS Barlow |
| Client Services and Human Relations L4 | South Cape | Bitou |
| | King Hintsa | Centane |
| Plumbing L3 | Letaba | Maake |
| | Mopani South East | Sir Val Duncan |
| | Capricorn | Seshego |
| | Vhembe | Mavhoi |
| Criminal Law L3 | Mnambithi | Estcourt |
| Data Communication and Networking L4 | Lovedale | King |
| | Ingwe | Mt Fletcher |
| | South Cape | Mossel Bay |
| | False Bay | Fish Hoek |
| | | Khayelitsha |
| Early Childhood Development L3 | Buffalo City | East London |
| | Nkangala | Middelburg |
| Electronic Control and Digital Electronics L4 | Orbit | Brits |
| | Taletso | Mafikeng |
| | Orbit | Mankwe |
| Electrical Systems and Construction L4 | Mthashana | Nongoma |
| | Elangeni | KwaDabeka |
| | Mthashana | Vryheid |
| | Coastal | As Salaam |
| Electrotechnology L3 and L4 | Sedibeng | Sebokeng |
| Engineering Practice and Maintenance L3 | Goldfields | Tosa |
| Engineering Processes L4 | Goldfields | Tosa |
| | Maluti | Itemoheleng |
| | Motheo | Hillside View |
| | Flavius Mareka | Sasolburg |
| English FAL L2 | Motheo | Bloemfontein |
| Law Procedures and Evidence L4 | Mnambithi | Escourt |
| Life Orientation L2 ICT | Coastal | Umlazi V |
| | Mnambithi | Ezakheni A |
| | Umgungundlovu | Msunduzi |
| | Flavius Mareka | Sasolburg |
| | Motheo | Bloemfontein |
| Life Orientation L3 ICT | Tshwane North | Pretoria |
| | Central Johannesburg | Troyeville |
| | Mnambithi | Ladysmith |
| | Thekwini | Centec |
| | Coastal | Umlazi BB |
| Life Orientation L4 Life Skills | King Sabata Dalindyebo | Mngazi |
| | Thekwini | Cato Manor |
| Life Orientation L4 ICT | King Sabata Dalindyebo | Mngazi |
| | Ingwe | Siteto |
| | Thekwini | Cato Manor |
| | Rostec Technical College | Polokwane |
| Mathematical Literacy L2 | Matatshe Technical Centre | Louis Trichardt |

| Subject | College | Campus |
|---|---|---|
| Mathematical Literacy L3 | Rostec Technical College | Pretoria |
| Mathematical Literacy L4 | Letaba | Giyani |
| | Lephalale | Ellisras |
| Mathematics L2 | Umgungundlovu | Plessislaer |
| | Coastal | Umlazi BB |
| | Thekwini | Melbourne |
| Mathematics L3 | Vuselela | Potchefstroom |
| | Taletso | Mafikeng |
| Mathematics L4 | Coastal | Durban |
| | Elangeni | Mpumalanga |
| | Mnambithi | Ladysmith |
| Multimedia Basics L2 | Rhodes Technical College | Lenasia |
| Multimedia Content L3 | Vuselela | Jouberton |
| Multimedia Service L4 | Vuselela | Jouberton |
| Office Practice L4 | Motheo | Bloemfontein |
| Physical Science L2, L3 and L4 | King Sabata Dalindyebo | Mthatha |
| Physical Science L3 | LLT Murungwa | Louis Trichardt |
| | Capricorn | Seshego |
| Renewable Energy Technologies L3 and L4 | Umfolozi | Mandeni |
| Science of Tourism L4 | King Hintsa | Centane |
| The South African Health Care System L3 and L4 | South West | Roodepoort |
| Tourism Operations L4 | Waterberg | IT and Computer Science Centre |
| Transport Economics L2, L3 and L4 | Letaba | Maake |
| Welding L3 | Umfolozi | Mandeni |
| Welding L4 | Umfolozi | Chief Albert Luthuli |
| | Majuba | Majuba Technical Centre |

Since 2015, Coastal College has failed to monitor its Umlazi V Campus's portfolios. By now, this failure can be regarded as a serious infringement and action should be taken against the college.

## B. STUDENTS' PORTFOLIOS OF EVIDENCE

Fifty percent of the PoE were found to be fully compliant, compared with 41% in 2016. This indicates a great improvement, particularly as the ICASS Guideline specifies exactly which documents are required in the PoE.

The contents of the PoE improved this year. In fact, in all aspects, there was an increase in compliant PoE. In 82% (68% in 2016) of the PoE, there was evidence of an assessment plan. Eighty-five percent (77% in 2016) of the files contained examples of work that had been marked, with 81% (73% in 2016) containing an appropriate record of scores. Eighty-one percent (72% in 2016) of these scores corresponded to the marks in the PoA. It was very difficult to ascertain whether the marks had been transcribed and converted correctly, however. This concerned Umalusi as it was unclear which mark had been submitted as the student's internal mark.

Umalusi commented on how inaccurately some of the marks had been recorded or converted, as can be seen in the following table:

**Table 2Q: Marks not recorded correctly**

| Subject | College and Campus | Comments |
|---|---|---|
| Advanced Plant Production L4 | Umfolozi: Eshowe | Of the six moderated scores, two had been recorded incorrectly. |
| Advanced Plant Production L4 | Esayidi: Unzimkhulu | Five PoE had been submitted. In two, the marks were recorded correctly, one had two mistakes and two were not on the lecturer's list. |
| Law Procedures and Evidence L4 | Elangeni: Inanda | Marks had not been recorded correctly in more than three instances. The recorded mark allocation and the marks in the student's PoE differed. |
| Life Orientation L4 Life Skills | Lovedale: King | The marks in the marking tool did not add up to the totals indicated and it was impossible to determine how marks had been allocated to make up these totals. |
| Life Orientation L4 ICT | King Sabata Dalindyebo: Mngazi | Marks were recorded in the wrong order and were therefore weighted incorrectly. |

Some sites took a great deal of trouble with their PoE. The following sites submitted PoE of a high standard:

**Table 2R: High quality of PoE**

| Subject | College and Campus | Comments |
|---|---|---|
| Afrikaans FAL L3 | Boland: Caledon and Worcester | The PoE were complete and well maintained. |
| Life Orientation L4 ICT | Esayidi: Port Shepstone | The PoE were well organised and neatly maintained and the campus is commended for this. |
| Tourism Operations L4 | Vhembe: Mashamba | This campus's PoE were very neat, well organised and well managed. |

In contrast, Umalusi made special reference to the following PoE:

**Table 2S: Poor quality of PoE**

| Subject | College and Campus | Comments |
|---|---|---|
| Plumbing L3 and L4 | Letaba: Maake Vhembe: Mavhoi | The presentation of the PoE was poor and did not make a good impression. |
| Data Communication and Networking L4 | Ingwe: Mt Fletcher | The PoE were incomplete and some of the information was incorrect. The moderation process that was purported to have taken place thus lacked integrity. |

### 2.3.6 Student performance

Eighty percent of the students appeared to have responded well to the tasks, compared the 79% of 2016, but a number of comments were made to the effect that questions were unchallenging, tasks were not practical or did not cover a large portion of the work. This was reported at sites where PAT were not implemented. Some of the tasks consisted of questions taken verbatim from previous examination papers, without any attempt to change or contextualise them. Those that had been changed, were changed by hand. These examples of non-compliance were discussed earlier in this chapter.

### 2.3.7 Standard of marking

Even though comments led to the conclusion that the standard and quality of marking was poor, reduced to a mechanical matter of ticks and crosses according to the requirements of the marking tools, the marking at 68% of the sites was found to be of an acceptable standard, compared to 57% in 2016. This indicates a move in the right direction towards the finding of 74% in 2015. Less qualitative and relevant feedback was provided to students (28% compared to 36% in 2016) even though this was highlighted as an essential part of teaching and learning.

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

**Table 2T: Quality of marking**

| Subject | College and Campus | Comments |
|---|---|---|
| Plant Production L2 | Lovedale: Alice | The marker marked items wrong because the marking guide contained incorrect answers. |
| Advanced Plant Production L4 | Elangeni: Mpumalanga | The marker awarded marks where none were deserved; for instance, a plant that had been overwatered was recorded as having shrivelled and died of drought. The student received marks for this incorrect answer. The marker was also inconsistent and appeared not to understand task 3. |
| Advanced Plant Production L4 | Umfolozi: Eshowe | Marking was arbitrary and the marking guide was ignored. |
| Advanced Plant Production L4 | Esayidi: Unzimkhulu | The marker used his/her initiative when marking instead of following the guidelines; this casts doubt on the lecturer's subject knowledge. |
| Client Services and Human Relations L4 | West Coast, Vredenburg | The marker was inconsistent, marking some answers right when they were wrong, and the rubric was not always consulted. |
| Client Services and Human Relations L4 | South Cape: Bitou | The marking was inconsistent and more marks were allocated than the work was worth. |
| English FAL L4 | Maluti: Harrismith | The marking was inconsistent, with wrong answers marked as correct and whole questions unmarked. |
| Life Orientation L4 ICT | Ikhala: Ezibeleni | Marking was not of an acceptable standard. It was unclear how marks had been obtained as the questions had not been totalled. The marking guideline was not followed and ticks were randomly placed. |

### 2.3.8 Standard of internal moderation

As mentioned above, the most worrying finding was the lack of internal moderation. There appeared to be scant understanding of the role and responsibility of the internal moderator; this was reduced to a mechanical paper exercise that added no value to the core business

of the college, which was the quality assurance of teaching and learning. There was evidence that internal moderation had taken place at 51% of the sites, which was an improvement on the 43% of the previous year. This situation was cause for concern, however, since the quality of internal moderation in 2015 was 54%, a drop of 3%. Even though internal moderation was taking place at just over half the campuses, only 31% of the internal moderation appeared to be of an acceptable standard.

## 2.4 Areas of Compliance

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

Three sites (compared with 12 in 2016) were identified as centres of excellence. These and the reason for their selection are listed in the following table:

**Table 2U: Centres of excellence**

| Subject | College and Campus | Comments |
|---|---|---|
| The Human Body and Mind L4 | College of Cape Town: Crawford | This campus illustrated many aspects that could be used as a benchmark for other colleges. There was evidence of ample practicals and both the lecture room and assimilation room were appropriately equipped. The implementation of the work-based learning experience (WBE) was also of a high standard, with a concerted effort made to place the students. The documentation showed that the WBE programme was well planned and supported with a clear record of implementation, including an improvement strategy. |
| Life Orientation L4 Life Skills | Eastcape Midlands: Grahamstown | Good work was being done at this campus. |
| Mathematics L3 | Orbit: Rustenburg | The presentation of work was most attractive, ranging from the state of the PoA, which was in good order, to the appearance of the marking guides. Other campuses could learn from this example. |

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

**Table 2V: Tasks, documents and practices that should be shared**

| Subject | College and Campus | Comments |
|---|---|---|
| Afrikaans FAL L3 | Boland: Caledon and Worcester | The standardised task for the Western Cape was good, particularly the one based on poetry, which was excellent and creative. Students were given the opportunity to illustrate and interpret any chosen poem, which they seemed to enjoy doing. |
| The Human Body and Mind L4 | College of Cape Town: Crawford and | These colleges' assessment plans were well documented, detailed and clear. |

| Subject | College and Campus | Comments |
|---|---|---|
| | Northlink: Parow | Their plan should be considered for use by other colleges. |
| The Human Body and Mind L4 | College of Cape Town: Crawford | The work-integrated learning programme was excellent. Students were placed in the workplace. Workbooks containing the course information were given to companies to guide them as to the skills the students were expected to acquire. The expectations were aligned with the learning outcomes and thus the experiential learning contributed to students' understanding of the theory as well as their preparation for the workplace. |
| The Human Body and Mind L4 | Boland: Caledon | The documentation on the implementation of PAT was excellent. |
| Life Orientation L4 Life Skills | Eastcape Midlands: Grahamstown | The projects could be viewed as examples of good practice. They were well marked, and included all the necessary evidence of tasks. |
| Mathematical Literacy L3 | Ekurhuleni East: Benoni | Practical assignment 3 could be shared as an example of good practice. |
| Mathematical Literacy L4 | Letaba: Tzaneen | The practical task was of a good quality in terms of its content. |
| Tourism Operations L4 | Capricorn: Polokwane | Additional supporting tasks as class work for revision on assessments had been filed in the PoA and were worth sharing. This campus's document on the fairness of the assessment, which had also been signed by the SRC, was an example of good practice that could be shared. |
| Tourism Operations L4 | Waterberg: IT and Computer Science Centre | This campus's monitoring tool was comprehensive and was a good example of checking on classroom management and the administration of the subject. |
| Wholesale and Retail L3 | Mthashana: Kwa-Gqikazi | This campus had a good post-assessment moderation tool that should be shared. |

There were a number of campuses that received monitoring visits from Umalusi in May 2017. The following campuses had made an effort to address their shortcomings, as can be seen in the following table:

**Table 2W: Improvements noted after the monitoring visit in May**

| Subject | College and Campus | Comments |
|---|---|---|
| Advertising and Promotions L4 | Gert Sibande College: Ermelo | There was evidence of qualitative pre-moderation feedback to the assessor to improve the quality of the tasks. |
| Afrikaans FAL L4 | Boland: Paarl | The pre-moderation form had been provided as requested and there was a marked improvement in pre-moderation feedback to the assessor. |

| Subject | College and Campus | Comments |
|---|---|---|
| Business Practice L4 | Orbit: Brits | The quality of the assessments had improved and the work was of a high standard. |
| Client Services and Human Relations L4 | West Coast: Malmesbury | Both pre- and post- moderation had improved. |
| Construction Planning L4 | South Cape: Mossel Bay | Some of the shortcomings had been addressed. The PoA and PoE were well organised. |
| Economic Environment L4 | Vhembe: Tshisimani | Corrective action had been taken. |
| Electrotechnology L3 and 4 | Sedibeng: Sebokeng | There seemed to have been a slight improvement since the May visit. |
| Engineering Processes L4 | Motheo: Hillside View | There appeared to be some improvement in terms of the challenges the campus had faced during the May visit. |
| English FAL L4 | Maluti: Harrismith | There was a marked improvement in compliance of the PoA and PoE. |
| Life Orientation L4 ICT | Elangeni: KwaMashu | There was a slight improvement in the documentation in the PoA as well as in the method of marking. |
| Multimedia Basics L2 and Multimedia Service L4 | College of Cape Town: Crawford | The assessments were of a higher standard and responded to the cognitive demands. |
| Life Orientation L3 ICT | Mnambithi: Ladysmith | A slight improvement was noted in terms of PoA and PoE compliance. Supporting documentation had been included in the PoE. |
| Life Orientation L4 Life Skills | Elangeni: KwaMashu | There was a slight improvement, but more improvement was required as marks were inflated and proper moderation was still required. |
| Tourism Operations L4 | Vhembe: Makwarela | There was a significant improvement in the contents of the PoA, but there were still gaps that needed to be addressed at college level. |
| Wholesale and Retail L3 | Majuba: Centre for People Development L3 | Although there was a slight improvement, post-moderation remained a major challenge. |

## 2.5 Areas of Non-compliance

It was of real concern that these sites had failed to improve or follow advice provided during the monitoring and moderation visits, despite site visits conducted by Umalusi in May 2017. Some of these moderators had gone to a great deal of trouble to meet with lecturers and even management to give them expert advice and guidance.

**Table 2X: Campuses visited in May that were still non-compliant**

| Subject | College and Campus | Comments |
|---|---|---|
| Advertising and Promotions L4 | Gert Sibande: Ermelo | There was no improvement in terms of qualitative feedback to students after their tasks had been administered. |
| Client Services and Human Relations L4 | King Sabata Dalindyebo: Mapuzi | There was no improvement. There was still no year plan, student performance had not been analysed, pre- and post-moderation processes remained inconsistent, the moderation documentation had not been |

| Subject | College and Campus | Comments |
|---|---|---|
| Client Services and Human Relations L4 | | completed for all assessments, and there were still no analysis grids for the assessments. |
| Construction Planning L4 | South Cape: Mossel Bay | Qualitative feedback was still not being provided, thus the moderation process needed a great deal of work. |
| Plumbing L4 | Mopani South East: Sir Val Duncan | There had been no improvement with regard to providing feedback to the lecturer during pre-moderation and to students post-moderation. |
| Data Communication and Networking L4 | Lovedale: King | This campus showed no improvement and remained non-compliant in all the areas previously reported on, such as quality assurance processes, planning documentation, record keeping of assessment results and so on. |
| Early Childhood Development L2 and L4 | Nkangala: Middelburg | The lecturer for Level 2 was not qualified to teach the subject and required training to do so. None of the other recommendations had been implemented. |
| Early Childhood Development L3 and L4 | King Sabata Dalindyebo: Ntabozuko | None of the recommendations had been implemented. |
| Electrical Systems and Construction L4 | Mthashana: Nongoma | There was no improvement. In fact, the campus appeared to be worse than before. |
| Electronic Control and Digital Electronics L4 | Taletso: Mafikeng | None of the challenges encountered in May had been addressed. |
| Life Orientation L2 Life Skills | Northern Cape Urban: Moremogolo | No improvement was noted, especially with regard to constructive feedback pre- and post-moderation. |
| Life Orientation L2 ICT | Coastal: Umlazi V | There was no sign of improvement despite recommendations having been made. There was no monitoring of the campus, the assessment plan was generic and no useful internal moderation had taken place. This campus remained non-compliant in many respects. |
| Life Orientation L4 Life Skills | Lovedale: King | The subject year plan was still inadequate and not based on the curriculum. The subject year plan had not been improved. The lack of evidence in the PoE was of concern. An intervention at this campus is required. |
| Life Orientation L4 ICT | Lovedale: King | There was little improvement. The contents of the PoA required a great deal of attention as many of the relevant documents were missing. An intervention at this campus is required. |
| Mathematical Literacy L2 | Lephalale: Modimolle | Despite some improvements, there was none in the assessment and marking guidelines. Not all evidence was available in the PoE either. |
| Mathematical Literacy L3 | Rostec: Pretoria | No significant improvement was noted. |
| Mathematical Literacy L4 | Letaba: Tzaneen | During the first visit in May, the campus had performed well with minor setbacks. However, consistency had |

| Subject | College and Campus | Comments |
|---|---|---|
| Mathematical Literacy L4 | | not been maintained and the work was not up to standard. |
| Mathematics L3 | Vuselela: Matlosana | The work was of a very low standard. This had been discussed at the monitoring visit in May. Yet the state of the PoA was even worse, with tasks and marking guidelines that had not been typed and which resembled a rough draft. There was still no sign of internal moderation. |
| Mathematics L4 | Mthashana: Nongoma | In May, there had been no PoE, but these were available in October. However, most other matters remained unaddressed, showing no improvement. |
| Office Practice L4 | Motheo: Bethlehem | The same practices in moderation and the failure to provide feedback had continued. |
| Physical Science L3 | LTT Murungwa: Louis Trichardt | Although most of the challenges had been addressed, there was still no analysis of student performance or a review of tasks after the administration of each task, as had been recommended during the May visit. |
| Physical Science L4 | King Sabata Dalindyebo: Mthatha | There was no sign of improvement. Lecturers did not appear to take the subject seriously. |
| Mathematics L2 | Umgungundlovu: Plessislaer | Besides the insertion of a contents page in the PoE, there were no other improvements, despite a report being given to the lecturer. |
| Renewable Energy Technologies L3 and 4 | Ingwe: Ngqungqushe | This campus had made little progress. |
| Transport Economics L4 | Letaba: Maake | There were no improvements in terms of updating the PoA and PoE. |
| Welding L2, L3 and L4 | Buffalo City: Charles Goodyear | In May, the quality of work was found to be extremely poor. All the mistakes were pointed out and lecturers were asked to rectify them. Nothing had changed as the PoA and PoE were in the same non-compliant condition. |

As in 2016, the following areas were still in dire need of urgent attention:

- Compilation of PoA and PoE in line with ICASS Guidelines;
- An understanding of the new ICASS Guidelines;
- Adherence to an assessment plan;
- Development of tests and assignments;
- Analysis grids and Bloom's taxonomy;
- The difference between a theoretical and a practical task;
- Development of marking tools and rubrics;
- Assessment and moderation practices; and
- Accuracy in capturing and recording marks and the conversion thereof.

This list mirrors the lists compiled in 2014 and in 2015, an indication that colleges are not serious about improving delivery at their sites.

Umalusi suggested that the following sites in particular should be given assistance in some or all of the above:

**Table 2Y: Sites in need of assistance**

| Subject | College and Campus | Comments |
|---|---|---|
| Plant Production L2, 3 | Lovedale: Alice | The subject was presented too theoretically, with a focus on the biology and botany of the subject rather than on agriculture, which is an applied science. No real-life context was used. The practical task was a theoretical test. |
| Advanced Plant Production L4 | Mpumalanga: Elangeni<br>Umfolozi: Eshowe<br>Esayidi: Umzimkhulu | Lecturers needed help with the interpretation of the three practical tasks. They also needed help with keeping a logbook to record daily and weekly progress. They appeared to have no knowledge of how to compile analysis grids or how to conduct internal moderation. |
| Advertising and Promotions L4 | Tshwane South: Atteridgeville<br>Tshwane North: Pretoria<br>South West: Dobsonville<br>Western: Randfontein<br>Gert Sibande: Ermelo | The areas that needed attention included qualitative feedback to the assessor and feedback to students after the tasks had been administered. |
| Afrikaans FAL L4 | Boland: Worcester | There were differences between the lecturer's marks and the moderated marks. The marking guideline was not always followed accurately. The internal moderation of marking should be more stringent. |
| Carpentry and Roof Work L4 | Letaba: Maake | The ICASS Guidelines were not followed. No PAT tasks had been done, only theory tests devoid of any drawings. They had fallen behind on their tasks and needed urgent assistance. No audit had taken place at any level, and no internal moderation. |
| Client Services and Human Relations L4 | West Coast: Vredenburg | The following areas needed attention:<br>How to mark the task using the rubric;<br>How to provide feedback to students; and<br>Post-moderation process. |
| Client Services and Human Relations L4 | Ikhala: Aliwal North | The practical tasks were not attempted. All the students received 100% for the ISAT but there were no ticks on the scripts. The standard of marking therefore required attention. Tasks consisted of copies of questions from textbooks. Pre- and post-moderation had not been approached thoroughly. |
| Plumbing Level 2 and 4 | Letaba: Maake<br>Waterberg: Lebowakgomo<br>Mopani South East: Sir Val Duncan<br>Capricorn: Seshego<br>Vhembe: Mavhoi | All these campuses need assistance in the setting of tasks. Qualitative internal moderation would also help in this regard. |

| Subject | College and Campus | Comments |
|---|---|---|
| Criminal Law L3 | Mnambithi: Escourt | There was little evidence of any compliance at this campus. The ICASS Guidelines needed to be explained to the lecturer and tasks required setting, assessment and moderation as required by the guidelines. It appeared that the PoE had been prepared solely for Umalusi's visit. |
| Early Childhood Development L3 | King King Sabata Dalindyebo: Ntabozuko | This campus indicated that it might phase out the programme, but if it were to continue, the college would need to upskill its lecturing staff. |
| Life Orientation L 2 ICT | Coastal: Umlazi V | The college needed assistance with its assessment and moderation processes. |
| Life Orientation L3 ICT | Pretoria Central Correctional Services | Assistance was required in all respects, especially the assessment and moderation processes. |
| Life Orientation L4 Life Skills | Lovedale: King | An intervention at this campus was required. |
| Life Orientation L4 Life Skills | Thekwini: Cato Manor | The task was poor and did not comply with task requirements. This campus needed assistance with the setting of tasks and marking guidelines, with marking and the recording of marks. |
| Life Orientation L4 Life Skills | Elangeni: Pinetown | This campus needed assistance with marking as marks were inflated and it was unclear how markers had arrived at them. |
| Life Orientation L4 Life Skills | Esayidi: Port Shepstone | A significant lack of compliance was observed. An investigation and intervention was necessary. |
| Life Orientation L4 ICT | Lovedale: King Ingwe: Siteto | The lecturers needed assistance in the following areas: recording and converting of marks, correct numbering and naming of assessments and organisation and structure of the PoA. |
| Life Orientation L4 ICT | King Sabata Dalindyebo: Mngazi | Assistance was required in the setting of assessments in accordance with the learning outcomes. Help was also needed in the marking of assessments. |
| Life Orientation L4 ICT | Thekwini: Cato Manor | This campus needed help with the design of assessments since the quality and presentation of the existing assessments were poor. |
| Life Orientation L4 ICT | Elangeni: Pinetown and KwaMashu | This college needed assistance with the setting of assessment tools as those that were provided contained numerous errors and did not contain the correct answers. |
| Mathematical Literacy L2 | Rostec: Polokwane | This college needed assistance with the implementation of the ICASS guidelines such as the compilation of a PoA and the PoE, the pacesetter, the assessment and moderation process, including the compilation of an assessment plan and analysis grid, and correct record keeping. |
| Mathematical Literacy L2 | Capricorn: Polokwane | This campus needed help with the implementation of the ICASS Guidelines, using a pacesetter to plan the teaching year, the cover pages to all |

| Subject | College and Campus | Comments |
|---|---|---|
| Mathematical Literacy L2 | | assessments, compiling marking guidelines, the filing of all documents required in a PoA and in the PoE, assessment schedules, analysis grids, pre- and post-moderation, and the review of assessments. |
| Mathematical Literacy L2 | Matatshe Technical Service: Louis Trichardt | This prison required help with the implementation of the ICASS Guidelines, effective use of a pacesetter as a planning document, completion of analysis grids, the internal moderation process and evidence of a review of tasks. |
| Mathematical Literacy L2 | Lephalale: Modimolle | This campus needed help with the implementation of the ICASS Guidelines, how to compile an assessment plan, the completion of an analysis grid, and the content required in a PoE, marking of assessments and evidence of a review of tasks. |
| Mathematical Literacy L3 | Rostec: Pretoria Western: Thuba Makote Tshwane North: Temba | These sites needed to be assisted with the implementation of the ICASS Guidelines, especially in developing and utilising an effective pacesetter, developing quality assessment tasks, conducting quality pre- and post-moderation, evaluating student performance and conducting an effective review of each task. They also needed help with effective and correct recording and conversion of marks. |
| Mathematical Literacy L3 | Tshwane North: Soshanguve | This campus needed help with the moderation process and with the development of an appropriate practical assessment task. |
| Mathematical Literacy L4 | Letaba: Tzaneen Sekhukhune: CN Phatudi | Both campuses needed help with the typing software used in Mathematics. |
| Mathematics L2 | Majuba: Dundee Technology Centre Mnambithi: Ezakheni A Thekwini: Melbourne | All three campuses needed training in compiling basic planning tools. They needed to learn how to draw up an assessment plan that included all the relevant information. They also needed training in how to prepare an assessment tool with the correct front cover and an appropriate mark sheet for recording and converting marks accurately. They needed training in correct marking procedures. The lecturers also needed training in the use of Macros, Equation Editor and Geogebra. Regular monitoring should take place at these campuses to ensure that lecturers follow correct internal moderation processes. |
| Mathematics L3 | Vuselela: Klerksdorp | The lecturer required assistance with the technical aspects of the assessment tasks. The quality of work was not up to standard. |
| Mathematics L4 | Mthashana: Nongoma | The lecturer needed considerable assistance in implementing the ICASS |

| Subject | College and Campus | Comments |
|---|---|---|
| | | requirements, especially the compiling and management of the PoA. |
| Mathematics L4 | Elangeni: Mpumalanga | Assistance is required in compiling and managing the PoA. |
| Physical Science L3 | Capricorn: Seshego | ICASS was not being effectively implemented or managed. Assistance is required. |
| Physical Science L4 | King Sabata Dalindyebo: Mthatha | This campus required assistance with all aspects of the development of reliable instruments and tools according to the SAGs, as well as training in the assessment process. |
| Early Childhood Development L4 | King Sabata Dalindyebo: Ntabozuko | This campus indicated that it might phase out the subject, but assistance should nonetheless be provided in the meantime as the students left in the programme were being disadvantaged. |
| Mathematics L2 | Coastal: Umlazi BB | The lecturer need training in typing in Macros and drawing graphs in Geogebra. Assistance was needed in implementing the ICASS Guidelines effectively. |
| Renewable Energy Technologies L3 | Umfolozi: Mandeni | This campus needed assistance with everything to do with teaching and learning in this subject. |
| Renewable Energy Technologies L3 | Eastcape Midlands: Park Avenue | This campus required assistance in all aspects of the offering of this subject. |
| Welding L2, L3 and L4 | Buffalo City: Charles Goodyear | A major intervention was required at this campus as no welding was being taught. |
| Welding L3 and L4 | Umfolozi: Chief Albert Luthuli<br>Esikhawini: Mandeni | These campuses needed to be monitored to ensure that their internal moderation documentation was standardised. |

Colleges appear to need assistance in the same areas year after year, yet the situation has not really changed.

## 2.6 Directives for Compliance and Improvement

The DHET should instruct the management of colleges to:

- Ensure that timetabling is done in such a way that sufficient time is allocated to subjects according to the Subject and Assessment Guidelines (SAG);
- Assist lecturers in improving their documentation with regard to the PoA and PoE. All the necessary documentation should be completed and available;
- Ensure that lecturers make use of the latest SAG and keep up to date with the latest trends in their subject;
- Improve their monitoring and auditing systems. These checks should take place on a regular basis, ensuring that all documentation is compliant and that what is happening in the classroom is of the appropriate quality and standard;
- Train lecturers in qualitative assessment and internal moderation practices in order to improve teaching and learning at colleges. This includes how to design an analysis grid, how to set an assessment task and marking guideline, how to analyse whether these tasks

have been effective after implementation, how to mark scripts, provide qualitative feedback to students and how to conduct internal moderation;
- Train lecturers in mathematics software so that they are able to type tasks for Mathematics and Mathematical Literacy;
- Put processes in place that will ensure that marks are not inflated and that scores are recorded and converted accurately;
- Train staff to understand the difference between a theoretical and a practical task and how to set these tasks;
- Ensure that formative assessments are used as additional tasks to supplement the summative assessments;
- Train lecturers to implement the common practical assessment tasks, with special emphasis on how to use the rubric to mark tasks and how to use the mark sheet templates;
- Ensure that all staff are properly qualified and have the experience to offer the subject.

The DHET should also investigate and upgrade the curriculum for Data Communication and Networking L4 as it is outdated.

Finally, the colleges that have been flagged in this chapter as being severely non-compliant should be investigated for their failure to perform without further delay. Their students are at a serious disadvantage.

## 2.7 Conclusion

There was a vast improvement in the moderation process conducted by Umalusi in 2017 when compared to 2016. Nonetheless, while there were some colleges that performed admirably in many areas, there are still far too many that do not comply with the basic requirements for teaching an NC(V) subject. One of the chief reasons for poor performance is the lack of human capital and capacity to teach some subjects and to meet the administrative requirements. Many lecturers seem to favour a transmission mode that is, a teacher-centred approach rather than an active learning pedagogy, where students are encouraged to think for themselves. Staff at these colleges also appear to be unable to perform practical work. The implementation of standardised practical assessment tasks poses a particular challenge; in some instances, lecturers did not understand the tasks, while some colleges had not implemented the tasks. Quality assurance at colleges appeared to be a mere formality, since the principles of assessment and moderation were largely ignored, reducing the practice to a mechanical and meaningless exercise. Since assessment and moderation practices are essential in ensuring high-quality teaching and learning, swift interventions are required to set the situation straight. Those colleges that fail to comply year after year should be followed up immediately as they are compromising the integrity of the sector and the qualification.

Innovative practices in teaching, including problem solving, consideration of alternative solutions, discovery and exploration are required. The focus of lecturer development should be on how to enhance the development of skills through their teaching. Furthermore, assessment should not hamper teaching and learning; rather, it should support it.

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

## 3.1 Introduction

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

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

In the past, internal practical assessments were developed and assessed at college/campus level and the standard varied from college to college. Umalusi repeatedly reported on the generally poor quality and/or lack of implementation of practical assessment tasks at the sites of delivery. The Department of Higher Education and Training (DHET) established a process for the simultaneous development of two common practical assessment tasks (PAT), together with the development of subject-specific ISAT for the vocational subjects.

The focus of Umalusi's moderation of the conduct of the ISAT was on the newly implemented Level 4 subject ISAT. When visiting the sites, the moderators also made general observations about the implementation of the common internal practical assessment tasks.

The purpose of the moderation of the conduct of the ISAT is to:

- Report on the appropriateness and standard of the L4 ISAT assessment environment, including the availability and implementation of plans;
- Confirm whether candidates could demonstrate the acquired skills and competencies, as well as the knowledge underpinning the tasks;
- Report on the consistency of the assessment and the assurance of the same standard across different sites of delivery; and
- Confirm whether proper assessment processes and procedures had been followed in the implementation.

## 3.2 Scope and Approach

The focus in 2017 was on the implementation of the Level 4 ISAT as this was the first year of implementation of subject-specific ISAT at this level. Certain refinement of the tasks was

required as was evident in the remarks made by moderators and lecturers. Umalusi moderated the conduct of a total of 39 Level 4 ISAT to determine the degree of compliance with policy, quality and standard of the assessment. Umalusi deployed 40 moderators to 85 sites across all nine provinces to evaluate planning for the conduct of ISAT; to assess/test the competency acquired by candidates; to verify the conduct and internal moderation of the ISAT; and to make general observations on the conduct of the ISAT and new common internal practical assessment tasks.

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

**Table 3A: Sites included in the moderation of the conduct of L4 PAT/ISAT**

| No. | Subject | Province | College | Campus/Site |
|---|---|---|---|---|
| **1.** | Animal Production | KwaZulu-Natal | Coastal KZN | Umlazi |
| | | KwaZulu-Natal | Esayidi | Gamalakhe |
| **2.** | Applied Accounting | KwaZulu-Natal | Elangeni | Inanda |
| | | KwaZulu-Natal | Esayidi | Port Shepstone |
| **3.** | Applied Engineering Technology | Gauteng | Ekurhuleni East | Kwa-Thema |
| **4.** | Art and Science of Teaching | Gauteng | South West Gauteng | Roodepoort |
| | | Gauteng | Ekurhuleni West | Germiston |
| **5.** | Business Practice | Gauteng | Ekurhuleni West | Alberton |
| | | Gauteng | Westcol | Krugersdorp |
| **6.** | Civil and Structural Steelwork Detailing | Gauteng | Central Johannesburg | Ellis Park |
| **7.** | Computer Programming | Western Cape | False Bay | Fish Hoek |
| **8.** | Concrete Structures | Gauteng | Sedibeng | Lekoa |
| | | Gauteng | Tshwane South | Atteridgeville |
| **9.** | Construction Supervision | Northern Cape | Northern Cape Urban | Moremogolo |
| | | Western Cape | Boland | Paarl |
| **10.** | Consumer Behaviour | Free State | Goldfields | Welkom |
| | | Gauteng | Westcol | Randfontein |
| | | Gauteng | South West Gauteng | Technisa |
| | | Gauteng | Tshwane North | Pretoria |
| **11.** | Drawing Office Procedures and Techniques | Gauteng | Central Johannesburg | Ellis Park |
| **12.** | Electrical Principles and Practice | Gauteng | Ekurhuleni East | Isidingo |
| | | Mpumalanga | Nkangala | Witbank |
| | | Western Cape | West Coast | Citrusdal |
| **13.** | Electrical Workmanship | Eastern Cape | Lovedale | Zwelitsha |
| | | Western Cape | College of Cape Town | Pinelands |
| | | Western Cape | West Coast | Atlantis |
| **14.** | Farm Planning and Mechanisation | Eastern Cape | King Hintsa | Teko |
| | | Eastern Cape | Lovedale | Alice |
| **15.** | Food Preparation | Gauteng | Ekurhuleni East | Springs |
| | | Gauteng | Tshwane South | Centurion |
| | | Western Cape | False Bay | Muizenberg |
| | | Western Cape | College of Cape Town | City |
| **16.** | Freight Logistics | Gauteng | South West Gauteng | George Tabor |
| | | KwaZulu-Natal | Umfolozi | Esikhawini |
| **17.** | Governance | Western Cape | Northlink | Parow |
| | | Western Cape | Boland | Worcester |
| **18.** | Hospitality Generics | Eastern Cape | Port Elizabeth | Russel Road |
| | | Eastern Cape | Eastcape Midlands | Grahamstown |
| **19.** | Learning Psychology | KwaZulu-Natal | Umgungundlovu | Plessislaer |
| | | KwaZulu-Natal | Coastal KZN | Swinton |

| No. | Subject | Province | College | Campus/Site |
|---|---|---|---|---|
| **20.** | Management Practice | Mpumalanga | Gert Sibande | Evander |
| | | Gauteng | Tshwane North | Pretoria |
| **21.** | Marketing Communication | Limpopo | Vhembe | Techniven |
| | | Limpopo | Capricorn | Polokwane |
| **22.** | Masonry | Gauteng | South West Gauteng | Molapo |
| **23.** | Materials | Eastern Cape | Ingwe | Ngqungqushe |
| | | Eastern Cape | King Sabata Dalindyebo | Mthatha |
| | | KwaZulu-Natal | Umgungundlovu | Edendale |
| | | KwaZulu-Natal | Umfolozi | Esikhawini |
| **24.** | New Venture Creation | KwaZulu-Natal | Elangeni | KwaMashu |
| | | KwaZulu-Natal | Thekwini | Umbilo |
| **25.** | Office Data Processing | Eastern Cape | Academy of Business and Computer Studies | East London |
| | | Western Cape | Boland | Stellenbosch |
| **26.** | Personal Assistance | Free State | Maluti | Bonamelo |
| | | Gauteng | Sedibeng | Vanderbijlpark |
| **27.** | Physical Science | Gauteng | South West Gauteng | Roodepoort West |
| **28.** | Process Chemistry | KwaZulu-Natal | Umfolozi | Esikhawini |
| | | Limpopo | Capricorn | Seshego |
| **29.** | Process Control | Gauteng | Ekurhuleni East | Kwa-Thema |
| | | KwaZulu-Natal | Umfolozi | Mandeni |
| **30.** | Professional Engineering Practice | Free State | Maluti | Itemoheleng |
| | | KwaZulu-Natal | Umgungundlovu | Plessislaer |
| | | Mpumalanga | Nkangala | Mpondozankomo |
| | | Mpumalanga | Gert Sibande | Evander |
| **31.** | Project Management | Gauteng | Tshwane North | Pretoria |
| | | North West | Orbit | Brits |
| **32.** | Renewable Energy Technologies | KwaZulu-Natal | Umfolozi | Mandeni |
| | | KwaZulu-Natal | Umfolozi | Richtek |
| | | Western Cape | West Coast | Citrusdal |
| **33.** | Roads | Limpopo | Vhembe | Techniven |
| **34.** | Stored Programme Systems | Gauteng | Ekurhuleni West | Germiston |
| | | Gauteng | Sedibeng | Vereeniging |
| **35.** | Sustainable Tourism in SA and International Travel | KwaZulu-Natal | Coastal KZN | Umlazi BB |
| | | Western Cape | Northlink | Protea |
| **36.** | Systems Analysis and Design | Gauteng | Tshwane South | Pretoria West |
| | | Limpopo | Mopani South East | Sir Val Duncan |
| | | Limpopo | Vhembe | Techniven |
| | | North West | Orbit | Rustenburg |
| **37.** | The Human Body and Mind | Gauteng | Ekurhuleni East | Isidingo |
| | | Western Cape | College of Cape Town | Crawford |
| **38.** | Tourism Operations | Eastern Cape | King Hintsa | Centane |
| | | Eastern Cape | King Sabata Dalindyebo | Mapuzi |
| **39.** | Transport Operations | Gauteng | Ekurhuleni West | Kempton |
| | | Western Cape | College of Cape Town | City |

## 3.3 Summary of Findings

### 3.3.1 Planning for conduct of PAT/ISAT

- Thorough planning and preparation is required for the successful implementation of the PAT/ISAT. Since the inception of ISAT, it is expected that college management and staff have a sound understanding of the concept and the related planning and preparation

that it involves. However, poor planning and preparation has been a recurrent problem at some sites.

- As previous years, the planning and preparation for PAT/ISAT at various sites was hampered by challenges. This included sites with inadequate or inappropriate resources, improvisation by arranging for group work where individual work was required, and/or multiple sessions of the ISAT at the same facility.
- At some sites where costly consumables were required for the ISAT, substitutes were used and did not always serve the purpose. In some of the tasks, students provided consumables at their own expense; and at Belhar (Renewable Energy Technologies), the lecturer provided some of the consumables at own expense.
- At a few of the sites where the equipment/tools/consumables were not available, no attempt had been made to complete the task and in other instances where there was a shortage of utensils and equipment, sharing occurred during the implementation of the ISAT.
- Some campuses made use of outside facilities to complete the ISAT, for example, Umlazi V (Animal Production); the ISAT was conducted at a commercial dairy farm which is a three-hour drive from the campus.
- Limited access to the computer laboratories and internet facilities is a matter of concern at some sites.
- Procurement policies and the lengthy procurement processes at some sites affected the timeous acquisition of resources.
- Student absenteeism, general strikes and student unrest also impacted negatively on the PAT/ISAT implementation.

Table 3B indicates planning challenges at sampled sites.

**Table 3B: Planning challenges at sampled sites**

| Aspects | Findings and challenges | PAT/ISAT | Site |
|---|---|---|---|
| **Receipt and distribution of PAT/ ISAT to colleges** | Of all the visited sites that received the standardised PAT/ISAT, only 38% of the sites listed received the tasks before the end of February 2017. (an improvement of 9% since the previous examination) | Applied Accounting | Inanda<br>Port Shepstone |
| | | Art and Science of Teaching | Roodepoort<br>Germiston |
| | | Business Practice | Alberton<br>Krugersdorp |
| | | Computer Programming | Fish Hoek |
| | | Construction Supervision | Moremogolo<br>Paarl |
| | | Consumer Behaviour | Welkom |
| | | Farm Planning and Mechanisation | Teko |
| | | Food Preparation | Centurion<br>Muizenberg<br>City |
| | | Governance | Parow<br>Worcester |
| | | Hospitality Generics | Russel Road<br>Grahamstown |
| | | Learning Psychology | Swinton |
| | | Management Practice | Pretoria |

| Aspects | Findings and challenges | PAT/ISAT | Site |
|---|---|---|---|
| **Receipt and distribution of PAT/ ISAT to colleges** | | New Venture Creation | KwaMashu<br>Umbilo |
| | | Office Data Processing | East London<br>Stellenbosch |
| | | Personal Assistance | Vanderbijlpark |
| | | Physical Science | Roodepoort West |
| | | Renewable Energy Technologies | Richtek<br>Belhar |
| | | Stored Programme Systems | Germiston<br>Vereeniging |
| | | Systems Analysis and Design | Sir Val Duncan<br>Rustenburg |
| | At 4% of the visited sites, the PAT/ISAT was never received.<br>(decrease of 9% from previous examination) | Electrical Principles and Practice | Witbank |
| | | Electrical Workmanship | Pinelands |
| | | Process Chemistry | Esikhawini |
| **Clear understanding of the expectations of ISAT** | At 76% of the visited sites, lecturers had a clear understanding of what is expected from the ISAT. It was only at the listed sites (24%) that lecturers did not clearly understand the expectations of ISAT.<br>(same as previous year) | Applied Accounting | Inanda<br>Port Shepstone |
| | | Business Practice | Krugersdorp |
| | | Consumer Behaviour | Randfontein |
| | | Electrical Principles and Practice | Isidingo<br>Citrusdal |
| | | Farm Planning and Mechanisation | Alice |
| | | Food Preparation | Centurion<br>Springs |
| | | Hospitality Generics | Grahamstown |
| | | Materials | Edendale<br>Esikhawini |
| | | Process Chemistry | Esikhawini |
| | | Process Control | Mandeni |
| | | Professional Engineering Practice | Itemoheleng |
| | | Renewable Energy Technologies | Mandeni |
| | | Systems Analysis and Design | Pretoria West<br>Sir Val Duncan |
| | | Tourism Operations | Mapuzi |
| | | Transport Operations | Kempton Park |
| **Availability of schedule/timetable for the conduct of the ISAT** | Eighty-six percent of the sites visited had a schedule/timetable available for the conduct of the ISAT. Only the listed sites (14%) did not have the schedule/timetable.<br>(improvement of 11% since previous examination) | Animal Production | Umlazi V |
| | | Farm Planning and Mechanisation | Alice |
| | | Freight Logistics | George Tabor |
| | | Hospitality Generics | Grahamstown |
| | | Marketing Communication | Polokwane |
| | | Materials | Edendale<br>Esikhawini |
| | | Process Control | Mandeni |
| | | Professional Engineering Practice | Itemoheleng |

| Aspects | Findings and challenges | PAT/ISAT | Site |
|---|---|---|---|
| **Availability of schedule/timetable for the conduct of the ISAT** | | Renewable Energy Technologies | Mandeni Richtek |
| | | Systems Analysis and Design | Sir Val Duncan |
| **Inadequate/ inappropriate facilities** | The computer laboratory had no chairs and the power cables to the computers had been cut off. | Marketing Communication | Techniven |
| | The simulated room was under-resourced, considering the number of students that were undertaking the ISAT. | The Human Body and Mind | Isidingo/Daveyton |
| | The computer laboratory had one printer which was insufficient. Furthermore, the electricity supply was cut off and work had to be handwritten. | New Venture Creation | KwaMashu |
| | The venue was suitable for the ISAT but not adequate for the large class groups. | Concrete Structures | Lekoa Atteridgeville |
| | Sub-tasks 3 and 4 were conducted at an unrealistic simulated environment. | Roads | Techniven |
| | The computer laboratory was in poor condition and students used their own laptops during the Umalusi visit. | Systems Analysis and Design | Techniven |
| | Poorly equipped laboratory | Food Preparation | Springs |
| **Inappropriate use of facilities** | Presentations were done in the computer laboratory, where the data projector was available. | Marketing Communication | Techniven Polokwane |
| | As there is no simulation room at the campus, the computer laboratory was used for the ISAT. | New Venture Creation | KwaMashu |
| **Shortage of plant/ equipment/ tools/ utensils/software** | Slump mould and formwork were not available during Umalusi visit. | Concrete Structures | Lekoa |
| | There was a shortage of star/delta panels. As there were only seven, the ISAT was conducted with seven students at a time. | Electrical Workmanship | Zwelitsha |
| | More tools are needed to suitably equip the electrical workshop. | Electrical Workmanship | Zwelitsha |
| | Lack of utensils and kitchen appliances. | Food Preparation | Springs |
| | Laboratory equipment was substituted, a commendable improvisation though. | Process Chemistry | Seshego |

| Aspects | Findings and challenges | PAT/ISAT | Site |
|---|---|---|---|
| **Shortage of plant/ equipment/ tools/ utensils/software** | Students shared utensils and equipment during the ISAT. | Food Preparation | City |
| | The latest version of Pastel was not available and a 'demo' version was used for the ISAT. | Applied Accounting | Port Shepstone |
| | Students did not have memory sticks to store their presentations. | Consumer Behaviour | Randfontein |
| **Shortage of consumables** | Lack of printing paper | Transport Operations | City |
| | Owing to poor planning, the lecturer had to obtain printing paper from colleagues to conduct the ISAT. | Professional Engineering Practice | Itemoheleng |
| | Lack of ingredients | Food Preparation | Springs |
| | The artificial insemination equipment and consumables were not easily available given that the College does not have its own farm where animals can be used for practical experiments such as artificial insemination. Therefore sub-task 2 was not completed. | Animal Production | Gamalakhe |
| | Fencing wire was not provided for the ISAT. | Farm Planning and Mechanisation | Alice |
| | Shortage of chemicals delayed the Chemistry aspect of the ISAT. | Physical Science | Roodepoort West |
| | Materials were not adequate. | Materials | Edendale |
| | Vapour-hood was not provided for the ISAT. | Process Chemistry | Esikhawini |
| | Printing was not done, as printing cartridges were not available. | Project Management | Brits |
| **Difficulties with procurement/timely procurement of consumables** | The ISAT was done at another campus of the college, using the limited resources of that campus. | Renewable Energy Technologies | Mandeni |
| | Magnets were insufficient and bread boards were not available for the ISAT. | Renewable Energy Technologies | Richtek |
| | According to the lecturer, magnets were not available in the Western Cape. Plumbing and carpentry off-cuts; recycled material of blades of wind turbine were used to complete the ISAT. | Renewable Energy Technologies | Citrusdal |

| Aspects | Findings and challenges | PAT/ISAT | Site |
|---|---|---|---|
| **Difficulties with procurement/timely procurement of consumables** | Magnets were not available.<br>Lecturer acquired some consumables at own cost.<br>Off-cuts from carpentry and plumbing were used for the ISAT. | Renewable Energy Technologies | Belhar |
| **Difficulties with procurement/timely procurement of consumables** | There were delays in procurement due to the late arrival of the ISAT. Therefore, consumables from plumbing, building and carpentry workshops were used for the ISAT. | Materials | Ngqungqushe |
| | Consumables for the ISAT arrived late. | Animal Production | Gamalakhe |
| | | Electrical Principles and Practice | Citrusdal |
| | | Farm Planning and Mechanisation | Teko |
| | | Masonry | Molapo |
| | | Process Control | Kwa-Thema |
| | | Roads | Techniven |
| **Large student numbers** | A large number of students required several sessions for all students to complete the ISAT. | Electrical Workmanship | Pinelands |
| **Use of substitutes** | Lime was used instead of cement. | Concrete Structures | Atteridgeville |
| | Ingredients were replaced, due to non-availability. | Food Preparation | Muizenberg |
| | Due to a shortage of components, the lecturer had to improvise. | Electrical Principles and Practice | Isidingo |
| **Students provided consumables at their own expense** | Students were required to contribute an amount of R300.00 for the purchase of consumables to be used for the ISAT. | Business Practice | Krugersdorp |
| **Inadequate computer and internet facilities/limited access to computers and internet facilities** | Limited access to internet | Art and Science of Teaching | Germiston |
| | | Consumer Behaviour | Randfontein Welkom |
| | Rotational use of computer laboratories with limited access; in order to accommodate the many ISAT being conducted on campus. | Consumer Behaviour | Technisa |
| | Owing to the limited access to computers, Life Orientation lessons were also used to complete the ISAT. | Transport Operations | Kempton Park |
| | Insufficient computers and the latest version of Pastel was not available. | Applied Accounting | Port Shepstone |
| | Not all computers were in working order, so students had to stay after college | Sustainable Tourism in SA and International Travel | Umlazi BB |

| Aspects | Findings and challenges | PAT/ISAT | Site |
|---|---|---|---|
| **Inadequate computer and internet facilities/limited access to computers and internet facilities** | hours to compete the tasks. | | |
| | Problems with printing of tasks. | Applied Accounting | Inanda |
| | Limited use of computer laboratory; used on availability. Life Orientation room was also used to complete the ISAT. | Project Management | Pretoria |
| | Limited use of computer laboratory; used on availability. | Project Management | Brits |
| | Limited use of computer laboratory and internet facilities. | Systems Analysis and Design | Sir Val Duncan |
| | Lack of computers and internet facilities. | Consumer Behaviour | Welkom |
| | Limited internet access and lack of memory sticks for storage of tasks. | Consumer Behaviour | Randfontein |
| **Poor student attendance** | Poor attendance to class impacted negatively on the assessment process; namely, the PAT and ISAT. | Applied Accounting | Inanda |
| | | Computer Programming | Fish Hoek |
| | | Drawing Office Procedures and Techniques | Ellis Park |
| | | Management Practice | Evander<br>Pretoria |
| | | New Venture Creation | KwaMashu |
| | | Project Management | Pretoria<br>Brits |
| **General strikes affected student attendance** | Poor attendance as a result of strike action, had a negative impact on planning and implementation of PAT/ISAT at the following sites: | | |
| | Community disruptions. | Applied Accounting | Inanda |
| | Strike action caused absence from class. | Business Practice | Alberton<br>Krugersdorp |
| | Taxi strike action and student unrest caused postponements. | Consumer Behaviour | Pretoria |
| | Strike action in the city centre. | Project Management | Pretoria |
| **Student unrest** | Student unrest caused delays and postponement of PAT/ISAT. | Consumer Behaviour | Randfontein |
| | | Farm Planning and Mechanisation | Teko |
| | | New Venture Creation | Umbilo |
| | | Systems Analysis and Design | Techniven |
| | | Tourism Operations | Centane |
| **Partnerships with stakeholders in the conduct of ISAT** | The campus conducted the ISAT at a commercial dairy farm which has all | Animal Production | Umlazi V |

| Aspects | Findings and challenges | PAT/ISAT | Site |
|---|---|---|---|
| **Partnerships with stakeholders in the conduct of ISAT** | the required infrastructure and consumables, but it is a three hour drive from the site where teaching and learning is taking place. | | |
| | The local police station has a small staff compliment and were unable to accommodate the students for the ISAT. Police officials were invited to the campus, so that the students could interview them. | Governance | Worcester |
| | For PAT 1, access to a swimming pool was required, but there is no swimming pool in close vicinity. The lecturer decided to use the campus municipal water as their main source of water samples. | Process Control | Kwa-Thema |
| | The ISAT was conducted at another campus of the college, which is a distance away. | Renewable Energy Technologies | Mandeni |

### 3.3.2 Implementation of the conduct of PAT/ISAT

Despite the challenges faced at some of the sampled sites, 56% of the sites visited completed their ISAT according to plan and specification; an improvement of 9% since the previous examination period.

**Table 3C: Sites that completed their ISAT according to specification**

| ISAT | Campus |
|---|---|
| **Applied Accounting** | Inanda<br>Port Shepstone |
| **Applied Engineering Technology** | Kwa-Thema |
| **Art and Science of Teaching** | Roodepoort |
| **Business Practice** | Alberton<br>Krugersdorp |
| **Civil and Structural Steelwork Detailing** | Ellis Park |
| **Computer Programming** | Fish Hoek |
| **Concrete Structures** | Atteridgeville |
| **Construction Supervision** | Moremogolo<br>Paarl |
| **Consumer Behaviour** | Welkom<br>Randfontein<br>Technisa<br>Pretoria |
| **Drawing Office Procedures and Techniques** | Ellis Park |
| **Electrical Principles and Practice** | Isidingo |
| **Electrical Workmanship** | Zwelitsha<br>Pinelands<br>Atlantis |
| **Food Preparation** | Centurion<br>Muizenberg |

| ISAT | Campus |
|---|---|
| **Food Preparation** | City |
| **Freight Logistics** | Esikhawini |
| **Governance** | Parow<br>Worcester |
| **Learning Psychology** | Plessislaer |
| **Management Practice** | Evander |
| **Marketing Communication** | Techniven |
| **New Venture Creation** | Umbilo |
| **Office Data Processing** | East London<br>Stellenbosch |
| **Personal Assistance** | Bonamelo |
| **Physical Science** | Roodepoort West |
| **Process Chemistry** | Seshego |
| **Process Control** | Kwa-Thema |
| **Professional Engineering Practice** | Plessislaer<br>Mpondozankomo<br>Evander |
| **Stored Programme Systems** | Germiston<br>Vereeniging |
| **Sustainable Tourism in SA and International Travel** | Umlazi BB |
| **The Human Body and Mind** | Isidingo/Daveyton<br>Crawford |
| **Tourism Operations** | Centane<br>Mapuzi |
| **Transport Operations** | Kempton<br>City |

While some of the ISAT were conducted in an appropriate manner, others were not done according to the requirements as it was evident from the remarks and recommendations provided in the ISAT reports.

**Table 3D: Implementation of PAT/ISAT**

| Aspects | Findings and challenges | ISAT | Site/Campus |
|---|---|---|---|
| **Execution of tasks under strict examination conditions.** | Tasks were not executed under strict examination conditions for the listed sites (32%).<br>(decrease of 10% from previous examination period) | Animal Production | Gamalakhe<br>Umlazi V |
| | | Applied Accounting | Inanda |
| | | Business Practice | Krugersdorp |
| | | Electrical Principles and Practice | Citrusdal<br>Isidingo |
| | | Electrical Workmanship | Pinelands |
| | | Farm Planning and Mechanisation | Alice<br>Teko |
| | | Food Preparation | Muizenberg<br>Springs |
| | | Hospitality Generics | Grahamstown |
| | | Learning Psychology | Swinton |
| | | Marketing Communication | Polokwane |
| | | Masonry | Molapo |
| | | Materials | Esikhawini |
| | | Personal Assistance | Bonamelo<br>Vanderbijlpark |
| | | Professional Engineering Practice | Itemoheleng |

| Aspects | Findings and challenges | ISAT | Site/Campus |
|---|---|---|---|
| **Execution of tasks under strict examination conditions.** | | Project Management | Brits<br>Pretoria |
| | | Renewable Energy Technologies | Mandeni<br>Richtek |
| | | Systems Analysis and Design | Pretoria West<br>Rustenburg<br>Sir Val Duncan<br>Techniven |
| **Quality and standard of marking/scoring** | ISAT where the scoring/marking was not appropriate and/or not a true reflection of candidates' competence into skills, understanding and insight was evident at 55% of the visited sites. (increase of 15% from previous examination) | | |
| | Sub-task 1 - candidates were not penalised for omitting the dates from the diary. | Business Practice | Alberton |
| | Although the scoring was appropriate, language competence presented a challenge. | Consumer Behaviour | Welkom |
| | Transfer of marks was inaccurate. | New Venture Creation | KwaMashu |
| | Assessor overlooked accuracy and content errors. | Office Data Processing | Stellenbosch |
| | Marking was strict but candidates were allowed to re-submit their tasks. | Project Management | Brits<br>Pretoria |
| | The rubric was not used and the assessor allocated a mark per fact. | The Human Body and Mind | Isidingo |
| | The slides and report were not scored individually as required. | Transport Operations | Kempton |
| | The scoring was inappropriate as it did not indicate the candidates' competency in each of the activities listed in the ISAT checklist. | Animal Production | Umlazi V |
| | The scoring was not appropriate of the candidates' skills, understanding and values. Marks were awarded for sub-task 2 even though the task was not done. | Animal Production | Gamalakhe |
| | Marking was careless. There was a discrepancy in all the scripts that were externally moderated. | Applied Accounting | Inanda |
| | Since the marking tool allows for subjectivity; the marks depended on lecturer interpretations. | Art and Science of Teaching | Germiston<br>Roodepoort |

| Aspects | Findings and challenges | ISAT | Site/Campus |
|---|---|---|---|
| **Quality and standard of marking/scoring** | Content was not assessed appropriately in sub-task 1 and 2. | Business Practice | Krugersdorp |
| | The scoring was not done as per assessment tool. A generic scoring method was used, where the assessor only showed the total score for each sub-task. All candidates in the group earned the same marks. | Concrete Structures | Lekoa |
| | Scoring was high, even in the absence of evidence. | Construction Supervision | Moremogolo |
| | Scoring was not the true reflection of student's competence. | Consumer Behaviour | Randfontein |
| | The assessment tools were not used appropriately. Marks were allocated for some parts of the construction of the project where evidence was lacking.<br>In some instances, too many marks were awarded, where the assessment criteria was partially met. | Electrical Principles and Practice | Isidingo |
| | Too many marks were awarded for drawing the motor terminal connections. | Electrical Principles and Practice | Witbank |
| | Marks were too high, ranging from 95 - 97%; considering the candidates' level of competence. | Farm Planning and Mechanisation | Teko |
| | Sub-task 4 was not done and students lost 20 marks for this section. | Farm Planning and Mechanisation | Alice |
| | Scores were too high; some of the dishes did not justify the mark allocation. | Food Preparation | Springs |
| | Scores were too high; and this was attributed to the poorly constructed assessment tool. | Food Preparation | Muizenberg City |
| | Scoring for SWOT analysis was not clear; especially, opportunities and threats. | Hospitality Generics | Russel Road |
| | Too many discrepancies uncovered in the marking. The External Moderator re-marked the ISAT of the sample group using the prescribed assessment tool. Students' marks were 40 – 72% lower than the marks awarded by the assessor. | Hospitality Generics | Grahamstown |

Some of the marking tools did not facilitate accurate marking/scoring for the competency of the task. The marking tools were amongst other problems incomplete, not clear in terms of the allocation of marks, wrong or unavailable. The challenges of the marking tools are captured in Table 3E.

**Table 3E: Challenges with the marking tools**

| Aspects | Findings and challenges | ISAT | Site/Campus |
|---|---|---|---|
| **Marking tools** | Tools did not facilitate accurate scoring/marking for the competency of the task at 27% of the visited sites.<br>(decrease of 4% from previous examination period) | | |
| | Emphasis was on product and not on process. | Materials | Mthatha<br>Edendale |
| | There should be more specific descriptors in the rubric, and not allow room for leverage. | Systems Analysis and Design | Rustenburg |
| | The marking tool allows for subjectivity. The marks therefore depends on lecturer interpretations. | Art and Science of Teaching | Roodepoort<br>Germiston |
| | Marks should be allocated for functionality of each part of the dual siren project. | Electrical Principles and Practice | Isidingo<br>Citrusdal |
| | A break-down of marks should be provided for pre-preparation and requisite skills. | Food Preparation | Springs<br>Centurion |
| | Not all aspects of the ISAT facilitates objective marking. | Hospitality Generics | Russel Road |
| | Tools were not clear on how to allocate marks. | Learning Psychology | Plessislaer<br>Swinton |
| | The tool does not facilitate accurate scoring as it is inappropriate for a practical task like the ISAT. | Animal Production | Umlazi V |
| | The tool needs revision as it does not allow for accurate marking in some areas, and does not provide a proper break-down of marks. | Food Preparation | Muizenberg<br>City |
| | Task 2 posed a challenge as the assessor found it difficult to allocate marks. | Freight Logistics | Esikhawini |
| | There was not a clear break-down of marks and what is expected of the candidate. | Management Practice | Evander |
| | The task partially assesses practical skills and partially assesses understanding; and no marks were allocated for preparation. | New Venture Creation | Umbilo |

| Aspects | Findings and challenges | ISAT | Site/Campus |
|---|---|---|---|
| **Marking tools** | The lecturer's checklist requires a few modifications and explanatory notes for sub-task 2. | Physical Science | Roodepoort West |
| | There was a minor error in the marking guideline. | Process Control | Kwa-Thema<br>Mandeni |
| | In some cases the students collected extensive information but scoring was limited to 2. | Tourism Operations | Centane |
| | The task required the student to consult with a construction professional; however, the assessment tool did not provide marks for authenticity of the consultation nor did the task require evidence of the consultation to be submitted. | Construction Supervision | Moremogolo |
| | Different lecturers may allocate marks in different ways. | Learning Psychology | Plessislaer<br>Swinton |
| | Sub-task 3 was marked incorrectly. | Management Practice | Pretoria |
| | Marks were awarded according to group performance. High marks were not a true reflection of individual competence. | Masonry | Molapo |
| | Assessment tools were appropriate but implementation was inconsistent. | Materials | Ngqungqushe |
| | Level of competence and marks did not correlate. | Materials | Mthatha |
| | Group work done. All candidates of the group were awarded the same score; and individual competence was overlooked. | Materials | Edendale<br>Esikhawini |
| | Scoring deviations in 3 sub-questions were observed. | New Venture Creation | Umbilo |
| | High marks awarded but responses reflect lack of understanding. | Personal Assistance | Bonamelo |
| | Lenient scoring | Physical Science | Roodepoort West |
| | Only a final mark was indicated on the ISAT. There is no evidence of how the final mark was derived. | Process Chemistry | Esikhawini<br>Mandeni |
| | Assessment tools for all candidates were not available. Some of the tasks were marked and some were still to be marked. However, the mark sheet had marks for all candidates for the ISAT. | Professional Engineering Practice | Itemoheleng |

| Aspects | Findings and challenges | ISAT | Site/Campus |
|---|---|---|---|
| **Marking tools** | One candidate with incomplete work scored 92%. | Renewable Energy Technologies | Richtek |
| | The candidates' competence level is above 80%, but four candidates were awarded 65%. | Renewable Energy Technologies | Belhar |
| | Marks awarded for unauthentic evidence. Information was not obtained from reliable sources but contrived by students. | Sustainable Tourism in SA and International Travel | Umlazi BB |
| | Discrepancies between what the candidates could do and what was presented as their own work in their respective ISAT. The scoring is not a true reflection of the students' level of competence. | Systems Analysis and Design | Pretoria West |
| | Assessment tools for all candidates were not available. Some of the tasks were marked and some were still to be marked. However, the mark sheet had marks for all candidates for the ISAT. | Professional Engineering Practice | Itemoheleng |
| | One candidate with incomplete work scored 92%. | Renewable Energy Technologies | Richtek |
| | The candidates' competence level is above 80%, but four candidates were awarded 65%. | Renewable Energy Technologies | Belhar |
| | Marks awarded for unauthentic evidence. Information was not obtained from reliable sources but contrived by students. | Sustainable Tourism in SA and International Travel | Umlazi BB |
| | Discrepancies between what the candidates could do and what was presented as their own work in their respective ISAT. The scoring is not a true reflection of the students' level of competence. | Systems Analysis and Design | Pretoria West |
| | Scoring was not always appropriate; some incorrect content and design aspects which were incorrect were marked as correct. | Systems Analysis and Design | Sir Val Duncan Techniven |
| | Sub-task 1 – assessor misinterpreted the tool and was advised by the External Moderator to review/remark. | Tourism Operations | Mapuzi |

### 3.3.3 Moderation of ISAT

Although moderation had been conducted at 86% of the visited sites; the quality and standard was not always appropriate. Most of the moderation occurred at campus level, where marks had been internally moderated, while at a few sites the product and/or process had also been moderated.

The completion of checklists and shadow moderation was a pointless exercise as it did not add value to the assessment process. Little or no feedback was provided to the assessor/student and at some of the sites the moderation documents were not signed and/or dated. At Evander Campus, the assessor was also the moderator for Management Practice.

At 14% of the sites chosen for moderation, no evidence of internal moderation was provided (see Table 3E below).

**Table 3F: Sites where no evidence of internal moderation of ISAT was provided**

| ISAT | Campus |
|---|---|
| **Animal Production** | Umlazi V |
| **Electrical Principles and Practice** | Isidingo |
| **Farm Planning and Mechanisation** | Alice |
| **Hospitality Generics** | Grahamstown |
| **Management Practice** | Evander |
| **Marketing Communication** | Polokwane |
| **Personal Assistance** | Bonamelo |
| **Professional Engineering Practice** | Itemoheleng |
| **Renewable Energy Technologies** | Mandeni |
| | Richtek |
| **Systems Analysis and Design** | Pretoria West |
| **Tourism Operations** | Mapuzi |

## 3.4 Areas of Compliance

Sites that had planned and implemented the PAT/ISAT successfully; should be commended on their inventiveness and commitment to the assessment process.

Despite the challenges encountered at some sites; areas of compliance were observed and good practices acknowledged.

Some areas of compliance that were noted:

- At 76% of the visited sites, lecturers had a clear understanding of what is expected from the ISAT.
- Eighty-six percent of the sites visited had a schedule/timetable available for the conduct of the ISAT.
- Tasks were executed as per requirements of the ISAT at 68% of the visited sites.
- Internal moderation had been implemented at 86% of the visited sites.

Areas of good practice as identified from the reports:
At 12% of the sites chosen for moderation, good practices was noted (see Table 3F below).

**Table 3F: Sites where good practice of internal moderation of ISAT was noted**

| PAT/ISAT | Site | Good practices |
|---|---|---|
| **Process Chemistry** | Seshego | Major improvements and new equipment observed on site. Both consumables and laboratory equipment were available to complete the task on the day of the visit. The lecturer and team at Seshego Campus must be commended for improving standards over the past few years. |
| **Roads** | Techniven | The Building and Civil department of the campus partnered with civil and construction contractors in the area. This initiative provided opportunities for students to undertake holiday work; which could be voluntary work, job shadowing or temporary work. This gives the student direct employment opportunities.<br>All three students that were interviewed by the External Moderator were part of this initiative and were very positive; and grateful for such opportunities. |
| **Applied Engineering Technology** | Kwa-Thema | The site is a good example of a very well managed campus. The students were well mannered and very eager to learn. |
| **Art and Science of Teaching** | Roodepoort | Planning was well executed. A management plan; and a visit and placement plan was developed for each level. A school information sheet (practical school information) was also developed. |
| **Business Practice** | Alberton | The External Moderator found the visit to be a pleasant experience. All the necessary evidence for PAT 2 and ISAT was readily available. These were well organised and information was easily accessible. The scoring was appropriate and the marks were correctly transferred from the marking tool to the mark sheet. Photographic evidence of the ISAT was also provided. It was clear that the ISAT was done with great enthusiasm by both the lecturer and the students. |
| **Computer Programming** | Fish Hoek | The college is constantly in search of ICT initiatives. Since 2016 they have been engaged with the Higher Certificate in IT. This provides students with opportunities to a higher qualification and also an articulation route for NC(V) students.<br>The college also conducted Industry visits to companies like Dimension Data. All of these initiatives have created an IT 'buzz' at the college. |
| **Consumer Behaviour** | Technisa | The lecturer used own tablet to video the presentations and gave feedback to the whole class. |
| **Drawing Office Procedures and Techniques** | Ellis Park | It is commendable that the documentation for evaluation was readily available and neatly presented, making the external moderation process effortless. The appropriate assessment tools were accurately completed for each candidate. |
| **Electrical Workmanship** | Pinelands | The campus has well-equipped workshops for each subject on each level. The workshop lecturers are well trained with years of industrial experience.<br>As the PAT/ISAT was never received; the lecturers compiled their own assessment and marking tools which was of a high standard. |
| **Governance** | Parow | The assistance of the SAPS in the region of the College is lauded by the lecturer. The police stations of Bellville, Parow, Goodwood and Bothasig participated amicably. Special mention was made of the Station Commander at the Bothasig police station. He takes an active interest in the NC(V) students; visits the college regularly to speak to students about policing issues and regularly involves students (on a voluntary basis) in "soft" special operations |

| PAT/ISAT | Site | Good practices |
|---|---|---|
| **Governance** | | as observers which he personally debriefs them afterwards. |

## 3.5 Areas of Non-compliance

The External Moderator reports indicated some challenges and areas of non-compliance that could compromise the PAT/ISAT.

### 3.5.1 Planning

Sites that had planned carefully and had adhered to the plan/schedule/timetable completed the PAT/ISAT on time. Unfortunately, planning for PAT/ISAT at various sites was hampered by challenges.

The following challenges were encountered during the 2017 examination period:

- The late arrival/distribution of the new ISAT at some sites affected planning; constraining lecturers to make arrangements at very short notice. Of all the sites that received the standardised PAT/ISAT, only 32 of 85 (38%) sites received the tasks before the end of February 2017 and three sites, namely. Esikhawini, Witbank and Pinelands; had not received the new PAT/ISAT. At Esikhawini, the old ISAT was used for Process Chemistry and at Witbank (Electrical Principles and Practice) and Pinelands (Electrical Workmanship) the lecturers had compiled their own PAT/ISAT. The late arrival of the PAT/ISAT at some sites caused major planning difficulties;
- Lack of resources to conduct PAT/ISAT has been a recurrent problem. There were many instances where campuses could not complete their PAT/ISAT according to plan due to lack of resources;
- At 24% of the visited sites, lecturers did not clearly understand the expectations of ISAT;
- Thirteen percent of sites experienced difficulties with procurement of equipment and consumables;
- At 21% of the sites, planning was threatened by student absenteeism and/or student unrest/strike action; and
- There were no specific plans at 14% of sites for the conduct of the PAT/ISAT.

### 3.5.2 Implementation of ISAT

The effective implementation of the conduct of PAT/ISAT depends largely on proper planning; having taken cognisance of resources, facilities, the number of students, staffing requirements, procurement procedures and timing of the task. The following areas of concern largely affected implementation:

- There were delays in the implementation of the ISAT due to poor planning and other aggravating factors such as student absenteeism, student unrest and general strikes. Some of the consequences of improper planning included; ISAT not being conducted according to specifications, improvisations with regard to facilities and/or tools and/or consumables, multiple runs of the same task and sub-tasks not being done;

- The instructions provided in the ISAT was not always adhered to. For example, where group work was required; individual work was done and vice-versa; as was the case for Consumer Behaviour (Randfontein Campus); although sub-task 1 required group work, all sub-tasks were done individually;
- Some sections of the ISAT required that they be conducted under strict examination conditions, and this did not take place at all sites. In an attempt to complete the ISAT on time, some sites relaxed the conditions under which the student should undertake the ISAT, for example, at Molapo Campus the Masonry ISAT was more like a practice session than an examination;
- Some of the ISAT environments were unsuitable for the type of task; for example, at Techniven Campus (Marketing Communication); the computer laboratory was used for presentations as the data projector was available in this venue. In some instances, the environment was not conducive to teaching and learning. For example; the KwaMashu Campus (New Venture Creation) was in an appalling state;
- In some ISAT, students were expected to use the computer laboratories and internet facilities. Owing to the limited access at some sites; students used the Life Orientation lessons to complete tasks, or worked after college hours or used outside facilities. Where internet research was conducted, some of the students plagiarised internet sites;
- The use of off-site facilities also presented some challenges; for example, Umlazi V Campus (Animal Production) sub-task 2 (artificial insemination) was not done as the facility used was a commercially operated farm and the technician conducted the procedure. There were no animals for experimental purposes and the task had to be conducted by seasoned personnel. Furthermore, the farm is a three- hour drive from the campus; and
- A lack of continuous quality assurance during the implementation of the ISAT was evident at most sites.

### 3.5.3 Quality and standard of marking and scoring

- Poor quality rubrics/marking tools and marking guidelines had a negative effect on the quality and standard of marking/scoring;
- The quality and standard of scoring/marking was appropriate at 45% of the visited sites;
- Flawed rubrics/marking tools led to subjective and overly lenient marking, for example; Animal Production, the rubric/checklist did not cater for each activity and sub-activity to be assessed;
- At some sites, marking tools were amended and/or additional checklists were developed to facilitate reliable and effective scoring, for example; Springs Campus (Food Preparation), a checklist for pre-preparation was developed to facilitate reliable scoring;
- Careless marking and non-adherence to the marking tool was evident at some sites; for example; At Stellenbosch Campus (Office Data Processing), the assessor overlooked accuracy and content errors and at Edendale Campus (Materials) the assessment tool from the student guide and not the lecturer's guide was used; and
- In some cases, where group work was required, the candidates' individual competence was not assessed and all members of the group were awarded the same mark; as was the case at Evander Campus (Management Practice).

### 3.5.4 Quality and standard of moderation

- Moderation had been conducted at 86% of the visited sites; but the quality and standard was not always appropriate; and at 14% of sites there was no evidence of internal moderation. Most of the moderation occurred at campus level; and
- The focus at most sites was on the moderation of marks. There were very few sites where moderation of process, product and marks had been implemented. Shadow moderation, verification of marks and checklist audit were common at sites; giving the impression that moderation was done as a mere formality with no added value to the assessment process. The lack of feedback to assessor/student is also a matter for attention.

Some serious irregularities have been experienced/observed by the External Moderators and require urgent intervention from the DHET:

- The disorganisation at Richtek Campus (Renewable Energy Technologies) is upsetting; and
- Pretoria West (Systems Analysis and Design); there is evidence of gross non-compliance to the conduct of the ISAT. The marks presented is not a true reflection of the student's capabilities. The ISAT was not conducted under supervisory conditions. Many students submitted work and designs from the internet which was just accepted by the lecturer. Information that had been copied and pasted and presented as attempts was also scored and praised in some instances by the assessor. The college did not follow the ISAT guidelines as presented in the lecturer guide. Besides the three candidates chosen to present their ISAT, the External Moderator selected an additional three students to write a brief report on the process of the ISAT and what they had learned. It was validated that the students had access to the internet and that they could copy work.

## 3.6 Directives for Compliance and Improvement

The DHET must ensure that the following matters receive attention.

### 3.6.1 Planning

- The DHET must ensure that the PAT/ISAT is distributed to the colleges in good time. Colleges must also ensure that the PAT/ISAT is sent out to the campuses timeously;
- The compilers of the PAT/ISAT should be mindful when costly equipment and consumables are required for the PAT/ISAT. An estimated cost for the PAT/ISAT should be provided; so that colleges will know at the outset what it would cost to implement the PAT/ISAT; and can plan accordingly;
- Colleges should not only focus on procurement of resources for the PAT/ISAT, but should develop on their existing facilities and resources over the years; and
- Careful planning by college management is necessary for the NC(V) programmes to be successful.

### 3.6.2 Implementation of ISAT

- The implementation of ISAT should be staggered so that staff and facilities can be used efficiently. When too many ISAT are scheduled at the same time; access to facilities like the computer laboratories and internet has to be limited;
- Where student numbers are large and where group work is required, more invigilators should be on duty at the ISAT venues. Also where practical activities are carried out, more than one invigilator should be on duty;
- In some programmes, lecturers require training on the conduct and assessment of PAT/ISAT before they implement the ISAT; and
- Colleges should provide adequate opportunities for practical training, so that by the time that the PAT/ISAT is implemented, students would have requisite skills.

### 3.6.3 Quality and standard of marking and scoring

- Assessors should engage with the assessment tools before the commencement of marking;
- Marking/scoring should be consistent across tasks, as well as across campuses. Assessors should ensure that marking/scoring is fair and a true reflection of the students' competence; and
- It is recommended that photographic evidence of tasks assessed through observation is kept.

### 3.6.4 Quality and standard of moderation

- Internal moderation should be a collaborative effort of management, assessors and moderators of the campus;
- The various role players should know their responsibilities in the quality assurance process and understand the value of moderation as an important component of the quality assurance process; and
- Processes should be in place to ensure that the conduct of each PAT/ISAT is moderated in a professional manner so as to enhance the standards of assessment.

### 3.6.5 Training

Colleges should provide training for the academic staff in the following aspects of assessment:

- Induction workshop for academic staff on the PAT and the ISAT and how they should be administered;
- Assessment principles and practices;
- Conduct of ISAT; and
- Marking/scoring and internal moderation.

## 3.7 Conclusion

The planning and preparation for PAT/ISAT should not be seen as an isolated process, but part of the greater management and operational plan. Concerted effort should be made by colleges to ensure that the PAT/ISAT is planned and implemented appropriately; as these

assessments make up a substantial percentage of the student's final pass mark for the subject. The objective of the PAT/ISAT is to assess the student's competence at the practical task, while the examination focusses on the theoretical aspects. It is expected that Level 4 students are competent enough to enter the world of work; equipped with the necessary knowledge and skills.

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

The DHET should consider the cost factor when compiling the PAT/ISAT. If PAT/ISAT is costly, then the issue of inadequate resources at colleges will be carried over from year to year. Implementation of PAT/ISAT can become burden-some to the colleges and they remain wanting.

It was evident that a variety of aspects for example the available physical resources and consumables, procurement and capacity building of lecturers require attention to ensure the effective implementation of practical work.

The DHET must ensure that through the effective implementation of the practical component of the vocational subjects, not restricted only to the PAT and ISAT, students are equipped with a broad range of skills that will support their ability to explore various vocational opportunities.

# CHAPTER 4 SELECTION, APPOINTMENT AND TRAINING OF NATIONAL CERTIFICATE (VOCATIONAL) MARKING PERSONNEL

## 4.1 Introduction

The recruitment and appointment of suitably qualified and experienced marking personnel is the first step in ensuring credible marking.

The recruitment process for 2017 was initiated when Memorandum TE05 of 2017, dated 8 February 2017, inviting lecturers to apply to mark Engineering Studies N2–N6, Business Studies N4–N6 and NC(V) Level 4 subjects was distributed to colleges and campuses.

The purpose of this section of the report is to provide an account of the recruitment and appointment process, as observed by Umalusi staff.

## 4.2 Scope and Approach

The DHET held a meeting to select NC(V) markers on 9–10 September 2017 at the Department of Basic Education Conference Hall, 222 Struben Street, Pretoria. Two staff members from Umalusi attended the meeting and monitored the evaluation of applications and the marker selection process. The selection committee that recommended the appointment of markers comprised marking centre management officials, officials from the Chief Directorate: National Examinations and Assessment (CD: NEA) and an observer from a registered and recognised teacher union.

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

The management staff of each of the eight marking centres was provided with an opportunity to select and recommend their marking staff in accordance with the stipulated criteria. The staff of the CD: NEA of the Department of Higher Education and Training (DHET) captured applications from these marking centres electronically before the commencement of the selection process.

The allocation of subjects for marking at national and provincial marking centres was dependent on the number of applications received. If there were only one or two applications for certain subjects, it would not be cost effective to have these subjects marked provincially.

In accordance with the memorandum and in line with the Personnel Administrative Measures (PAM), chapter E and paragraph 4.1 to 4.3 of the Employment of Educators Act 76 of 1998

and additional requirements, applications were invited from suitably qualified staff who met the following criteria:

- A three-year post-school qualification which must include the subject concerned at second- or third-year level or other appropriate post matric qualifications;
- The applicant must have taught the subject at the relevant level within the last two years and have a minimum of three full years' teaching experience in the subject. Furthermore, applicants should have taught the subject(s) appearing on the examination timetable for 2017 at the respective level to be considered for appointment as markers;
- All applications must be supported by the applicant's head of department (HOD) and campus manager and signed accordingly. Any applications not signed by both the HOD and campus manager will not be processed and this will result in the affected applicants being eliminated from the process;
- All completed application forms must be verified and signed off by the Deputy Principal: Academic. Any documentation not signed off by this individual will not be processed and this will result in the affected applicants being eliminated from the process;
- All applications must be accompanied by certified copies of the applicant's identity document, highest qualification, academic record in the subject in question and SACE registration certificate. Non-South Africans should also submit copies of work permits, passports and proof of residence; and
- A schedule of applications (list of all applicants) should be submitted per qualification (Report 190/191 or NC(V)) per college.

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

A total number of 59 applications from 11 subjects (see table below) for all marking centres were sampled by Umalusi. Umalusi staff members sampled candidates from the electronic lists and verified the information from these candidates' actual applications.

**Table 4A: Subjects included in the sample**

| No. | Subject and level | Number of applications included |
|---|---|---|
| **1.** | Mathematical Literacy | 7 |
| **2.** | Physical Science | 3 |
| **3.** | Life Orientation | 8 |
| **4.** | Systems Analysis and Design | 4 |
| **5.** | Food Preparation | 5 |
| **6.** | Client Services and Human Relations | 5 |
| **7.** | Applied Accounting | 7 |
| **8.** | Community Oriented Primary Care | 4 |
| **9.** | English First Additional Language | 7 |
| **10.** | Mathematics | 7 |
| **11.** | Freight Logistics | 2 |
| | **TOTAL** | **59** |

## 4.3 Summary of Findings

These findings are based on the completion of application forms, applicants' qualifications, teaching experience, supporting documents and the assessment of recommendations made by panels for the applications included in the sample.

### 4.3.1 Completion of application forms

Thirty-seven application forms (62%) indicated the years of experience at a marking centre. All application forms had been signed by the HOD, campus manager and Deputy Principal: Academic. Eighty-nine percent (89%) of candidates had provided all the required documents.

### 4.3.2 Qualifications of applicants

According to the criteria, an applicant was required to have a three-year post school qualification which included the subject concerned at second or third-year level, or other appropriate post matric qualifications.

Thirty-four percent (34%) of the recommended applications had a teacher's or education qualification. This meant that more than half the selected markers were not qualified lecturers.

### 4.3.3 Teaching experience

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

Of all the recommended applications sampled, eight applicants (13%) did not have the minimum three full years of teaching experience in the subject. Fifty-four candidates (93%) had taught the subject at the relevant level within the last two years.

### 4.3.4 Supporting documents

The criteria state that all applications should be accompanied by certified copies of the applicant's identity document, highest qualification, academic record in the subject applied for and SACE registration certificate. Foreign nationals are required to submit copies of their work permits, passports and proof of residence. Below are the findings in relation to supporting documents:

- **SACE attachments**

  Fifty-five (93%) applications were approved without the attached SACE certificates. Of the four applicants, one was recommended as an internal moderator and the remainder as markers.
- Supporting documents: qualifications, certified SACE certificates, copy of identity document, academic record, SAQA evaluations, work permits and proof of residence (foreign applicants) not attached or certified.
- Six applications (10%) were approved without certified qualifications, SACE certificates, identity document copies, academic records, SAQA evaluations, work permits and/or

proof of residence. Three of the applications for chief marker or internal moderator (5%) were approved without the appropriate supporting documents.

#### 4.3.5 Assessment of recommendations by panels

Marking centre management officials discussed the applications and selected the most suitable candidates to act as chief markers, internal moderators and markers. A few subjects for which insufficient suitable markers could be found were identified. A list of subjects for which there were too few markers was created and sent to colleges, and staff members were invited to apply to mark these subjects. This was done after 10 August 2017.

## 4.4 Areas of Compliance

The monitoring of the DHET process revealed that:

- There was a system with detailed processes in place for recruitment and appointment of marking personnel; and
- Management from all marking centres attended the meeting.

## 4.5 Areas of Non-compliance

The following shortcomings were observed in terms of the process and other matters. These require urgent attention:

- College managers approved applications that did not meet the criteria;
- Unconditional recommendation by selection panels of applicants who did not meet the requirements or whose application forms were incomplete;
- Inconsistent implementation of criteria and double standards when appointing marking personnel;
- The approval of several applications without the SACE registration document ; and
- The omission of the requirement that applicants furnish their previous classroom teaching performance as part of their application.

## 4.6 Directives for Compliance and Improvement

The DHET is urged to address the following:

- The recruitment of marking personnel should be treated as seriously as any other recruitment process. Incomplete forms should not be accepted by colleges or the DHET;
- The evaluation of markers' performance should be considered when appointments are made; and
- Performance of applicants' students should be considered as this could serve as an indication of the ability and reliability of the marker.

## 4.7 Conclusion

The marking of scripts is the last process in the assessment of candidates' performance. It is imperative that recommended chief markers, internal moderators and markers are qualified, experienced and capable of performing their duties. The selection panels should adhere strictly to the requirements of the appointment of marking staff.

Umalusi should continue the monitoring process in order to confirm that future appointments of marking personnel are in line with criteria, and it should continue to monitor markers' performance to ensure effective marking and credible results.

# CHAPTER 5 STANDARDISATION OF NATIONAL CERTIFICATE (VOCATIONAL) MARKING GUIDELINES

## 5.1 Introduction

The marking guideline discussion meetings provide a platform for markers, chief markers, examiners, internal moderators and Umalusi's moderators to standardise and approve the final marking guidelines to be used to mark candidates' scripts. Standardised and accurate marking guidelines that are easy to use promote fair and consistent marking. Marking guideline meetings were held for all NC(V) subjects to standardise marking guidelines and to improve the quality of the marking. The marking guideline meetings also served to ensure that markers reached consensus on and an understanding of how to mark and allocate marks.

The NC(V) Level 2 and Level 3 scripts were marked on-site at colleges/campuses. Marking guidelines for these two levels were standardised by committees appointed for this purpose. All updated and amended marking guidelines were required to be sent to the Department of Higher Education and Training (DHET). Umalusi attended a small selection of Level 2 and 3 marking guideline discussion meetings, as listed in Table 5A. Colleges held marking guideline discussion meetings to discuss the approved marking guidelines before the implementation thereof.

Marking of the NC(V) Level 4 examination scripts was conducted nationally at centralised and decentralised (provincial) venues. The Level 4 marking guideline discussion meetings were attended by the chief markers, internal moderators and markers. Umalusi attended meetings for selected question papers as listed in Table 5B. No joint marking guideline discussions were held for question papers that were marked at more than one marking centre.

The purpose of this quality assurance process is to:

- Report on the reliability and viability of the systems, processes and procedures as planned and implemented at the marking guideline discussion meetings; and
- Improvements made since the 2016 standardisation of marking guidelines process.

## 5.2 Scope and Approach

Six Umalusi external moderators attended the marking guideline discussion meetings of a sample of six question papers for Level 2 and Level 3. In the case of NC(V) Level 4 question papers, thirty-two Umalusi moderators attended marking guideline discussion meetings for 34 examination papers at the Asherville, Seshego, Springs, and Tygerberg marking centres.

### 5.2.1 NC(V) Levels 2 and 3

Umalusi attended one marking guideline discussion meeting at Atteridgeville in Gauteng, and five marking guideline meetings for fundamental question papers in Cape Town in the Western Cape. These discussion meetings were provincial in the Western Cape, with representatives from most of the Western Cape colleges present, except for South Cape, which was 450 km

away. The meetings were all held in November 2017. Table 5A lists the centres at which meetings were attended by Umalusi, the relevant question papers and dates.

**Table 5A: NC(V) Level 2 and Level 3 question papers and marking guideline meetings attended by Umalusi**

| No. | Subject | Centre | Dates |
|---|---|---|---|
| **1.** | Concrete Structures L2 | Atteridgeville | 22/11/2017 |
| **2.** | English FAL L2 Paper 2 | Crawford | 15/11/2017 |
| **3.** | Life Orientation L2 Paper 1 | Parow | 09/11/2017 |
| **4.** | Life Orientation L3 Paper 2 | Westlake | 30/10/2017 |
| **5.** | Mathematical Literacy L3 Paper 2 | Crawford | 03/11/2017 |
| **6.** | Mathematics L2 Paper 2 | Wingfield | 06/11/2017 |

### 5.2.2 NC(V) Level 4

Umalusi deployed one moderator each to Struandale (Eastern Cape), Tygerberg (Western Cape) and Seshego (Limpopo) marking centres, 11 moderators to the Springs (Gauteng) marking centre and 19 moderators to the Asherville (KwaZulu-Natal) marking centre. The majority of the marking guideline discussion meetings were held on 2 December 2017. The fundamental question papers held marking guideline discussion meetings in November: English First Additional Language (FAL) L4 on 18 November 2017 and Life Orientation L4 Paper 2, Mathematical Literacy L4 Paper 1 and Mathematics L4 paper 1 and 2 on 4 November 2017.

Table 5B lists the question papers and marking centres at which meetings were attended by Umalusi.

**Table 5B: NC(V) Level 4 question papers included in the sample of marking guideline meetings attended by Umalusi**

| No. | Subject | Marking centre |
|---|---|---|
| **1.** | Advertising and Promotions L4 | Springs |
| **2.** | Afrikaans First Additional Language L4 | Tygerberg |
| **3.** | Applied Accounting L4 Paper 1 and 2 | Asherville |
| **4.** | Art and Science of Teaching L4 | Asherville |
| **5.** | Business Practice L4 | Springs |
| **6.** | Client Services and Human Relations L4 | Asherville |
| **7.** | Construction Planning L4 | Asherville |
| **8.** | Data Communication and Networking L4 | Springs |
| **9.** | Electrical Principles and Practice L4 | Asherville |
| **10.** | Electrical Workmanship L4 | Asherville |
| **11.** | Electronic Control and Digital Electronics L4 | Asherville |
| **12.** | Electrotechnology L4 | Struandale |
| **13.** | Engineering Fabrication – Boiler Making L4 | Springs |
| **14.** | Engineering Processes L4 | Asherville |
| **15.** | English FAL L4 Paper 2 | Springs |
| **16.** | Financial Management L4 | Springs |
| **17.** | Food Preparation L4 | Springs |
| **18.** | Hospitality Generics L4 | Asherville |
| **19.** | Life Orientation L4 Paper 1 and 2 | Asherville |
| **20.** | Management Practice L4 | Springs |
| **21.** | Marketing Communication L4 | Springs |
| **22.** | Materials L4 | Asherville |
| **23.** | Mathematical Literacy L4 Paper 1 | Asherville |
| **24.** | Mathematics Paper 1 and 2 | Asherville |
| **25.** | Office Practice L4 | Springs |
| **26.** | Personal Assistance L4 | Asherville |

| No. | Subject | Marking centre |
|---|---|---|
| **27.** | Professional Engineering Practice L4 | Asherville |
| **28.** | Science of Tourism L4 | Asherville |
| **29.** | Sustainable Tourism in SA and International Travel L4 | Asherville |
| **30.** | Systems Analysis and Design L4 | Springs |
| **31.** | Tourism Operations L4 | Seshego |

## 5.3 Summary of Findings NC(V)

### 5.3.1 NC(V) Level 2 and Level 3

As a result of the small number (six) of marking guideline discussion meetings for Level 2 and Level 3 attended by Umalusi, a summary of core findings is provided in non-tabular format. These findings give an indication of the processes followed to standardise the marking guidelines before distribution to all the colleges across the country.

### 5.3.2 Attendance

The marking guideline discussion meetings were well attended.

### 5.3.3 Notification

Participants for all subjects, referred to as committee members in the Western Cape, were notified in good time; exceptions were Life Orientation L3 Paper 2 (participants were given only a few days' notice) and Concrete Structures L2 (participants were notified the day before the meeting took place).

### 5.3.4 Duration of marking guideline discussion meetings

All meetings were between four and five hours in length, except for Life Orientation L2 Paper 1, the meeting for which was completed in one and a half hours.

### 5.3.5 Preparedness of participants

The participants arrived prepared for the meetings, having worked through the marking guidelines provided by the DHET and/or having created their own marking guidelines. There were, however exceptions:

- Concrete Structures L2 members received the marking guidelines at 9:00 on the day of the meeting and did not have time to prepare; and
- Mathematics L2 Paper 2, where the member from Boland College had been sent the Mathematical Literacy Guidelines in error.

Committee members whose campuses were a long distance away and who could not attend sent their contributions by email: this included Mathematical Literacy L3 Paper 2 and English FAL L2 Paper 2 from South Cape College. However, no contributions were received for Life Orientation L2 Paper 1 or Mathematics L2 Paper 2.

### 5.3.6 Status of marking guidelines and amendments

Corrections or amendments were made to the following marking guidelines:

- Concrete Structures L2 removed the words "Any applicable 5 x 1" and allocated more specific marks to the answers in order to guide markers more specifically;
- Certain words within questions were changed in English L2 Paper 2, e.g. the word poster replaced pamphlet;
- One question in Life Orientation L2 Paper 1 was phrased incorrectly and the committee decided to award a mark to students for either of two answer options;
- In Life Orientation L3 Paper 2 the word "of" was corrected in the marking guidelines;
- An incorrect answer in the marking guidelines for Mathematics L2 Paper 2 (13 kilograms instead of 19) was corrected, and a typing error was identified and corrected (-1;5 and not 1;5); and
- A question in the Mathematical Literacy L3 Paper 2 asked students to prove that the area of a lawn was 28 925 $m^2$ but this should have read 28 935$m^2$. The answer was adjusted to accommodate both answers. In another question, the answer was represented as a ratio instead of a fraction and hence the answer was further simplified.

Further amendments to marking guidelines were made in order to clarify or provide alternative answers or methods, or to include more possible answers. These amendments were intended to encourage consistent marking and to accommodate a range of correct student responses.

### 5.3.7 Amendment reports

Representatives of all subjects completed the amendment report and submitted them to the DHET.

### 5.3.8 Sample marking

All participants of the marking guideline discussion meetings for the six question papers conducted sample marking. Sample marking is a core aspect of the marking guideline meeting and helps members to refine their marking guidelines.

### 5.3.9 Usefulness of marking guideline discussion meetings

Participants of all six marking guideline discussion meetings remarked that the meetings had been very useful in terms of supporting and promoting consistent marking at college and campus level.

- English FAL L2 Paper 2 representatives indicated that the final marking guidelines presented to markers would provide a sound basis for the confident assessment of students' work and would allow markers to mark consistently throughout the marking session;
- Concrete Structures L2 representatives found that the information gleaned from the discussions added value;
- Representatives of Life Orientation L2 Paper 1 indicated that the discussion had been valuable and would facilitate the marking at the various campuses. The additional instructions to markers would ensure greater consistency in marking;

- Representatives of Life Orientation L3 Paper 2 were confident that with the alternative responses recommended by the committee members, marking would be consistent. Manipulation and accuracy errors for each question were clearly indicated in the marking guidelines and no confusion should arise as to where students should be penalised;
- Mathematics L2 Paper 2 representatives indicated that it was very helpful to hear how lecturers thought students might go about arriving at the answers. They wanted to ensure that students were not disadvantaged in any way;
- Participants from Mathematical Literacy L3 Paper 2 indicated that the marking guideline discussion meeting assisted them in ensuring that alternative solutions would be considered, and that explanations per tick/mark corresponded to the explanation of how each mark should be awarded. This would support consistent and accurate marking.

### 5.3.10 Summary of findings NC(V) Level 4

Umalusi attended marking guideline discussions for 31 subjects (34 papers) at four marking centres. The findings of the NC(V) Level 4 marking guideline discussion meetings are summarised in Table 5C. The findings include good practices and challenges.

**Table 5C: Summary of findings NC(V) Level 4**

| Criteria | Findings | Subjects |
|---|---|---|
| **Duration of marking guideline discussion meetings** | Fifty-nine percent of the subjects held marking guideline discussion meetings that were of an appropriate duration of four or more hours. | Afrikaans FAL L4 Paper 2<br>Business Practice L4<br>Client Services and Human Relations L4<br>Construction Planning L4<br>Data Communication and Networking L4<br>Electrical Principles and Practice L4<br>Electronic Control and Digital Electronics L4<br>Electrotechnology L4<br>English FAL L4 Paper 2<br>Food Preparation L4<br>Hospitality Generics L4<br>Life Orientation L4 Paper 1 and 2<br>Marketing Communication L4<br>Materials L4<br>Mathematical Literacy L4 Paper 1<br>Mathematics L4 Paper 1 and 2<br>Science of Tourism L4 |
| **Attendance by chief markers and internal moderators at the marking guideline discussion meetings** | The attendance by core marking staff was excellent for the majority of the question papers, with chief markers present for 94% of the subjects. This compares to 2016, where chief markers were also present for 94% of the subjects. | |
| | A chief marker was absent.<br><br>No chief marker had been appointed. | Engineering Fabrication – Boiler Making L4<br><br>Applied Accounting L4 Paper 2 |
| | Internal moderators for 94% of the question papers attended. This was an increase of 6% on the 88% in 2016. | |
| | Internal moderators of two subjects were absent. | Advertising and Promotions L4<br>Office Practice L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Punctuality** | For 74% of the question papers, all marking personnel were on time and the marking guideline discussion meetings could commence promptly. This is an increase of 9% on 2016. | Advertising and Promotions L4<br>Afrikaans FAL L4 Paper 2<br>Applied Accounting L4 Paper 1<br>Client Services and Human Relations L4<br>Construction Planning L4<br>Data Communication and Networking L4<br>Electrical Principles and Practice L4<br>Electrical Workmanship L4<br>Electronic Control and Digital Electronics L4<br>Electrotechnology L4<br>Engineering Processes L4<br>English FAL L4 Paper 2<br>Financial Management L4<br>Hospitality Generics L4<br>Life Orientation L4 Paper 2<br>Management Practice L4<br>Marketing Communication L4<br>Materials L4<br>Mathematical Literacy L4 Paper 1<br>Office Practice L4<br>Personal Assistance L4<br>Professional Engineering Practice L4<br>Sustainable Tourism in SA and International Travel L4<br>Systems Analysis and Design L4<br>Tourism Operations L4 |
| | In the case of 26% of question papers, a marker or several arrived late. | Applied Accounting L4 Paper 2<br>Art and Science of Teaching L4<br>Business Practice L4<br>Engineering Fabrication - Boiler Making L4<br>Food Preparation L4<br>Life Orientation L4 Paper 1<br>Mathematics L4 Paper 1 and 2<br>Science of Tourism L4 |
| **Ratio of scripts per marker** | The ratio of scripts per marker was within the limit or below the stipulated maximum of 300 in the majority of subjects (82%). | |
| | However, in the case of 18% of question papers, markers would have to mark more than the stipulated 300 scripts unless additional markers were appointed, or chief markers and internal moderators marked more than 20 scripts, or the expected number of scripts dropped as a result of candidate absenteeism. Where inadequate numbers of markers had been appointed, as in the case of Office Practice L4, appointed markers would each have to mark 390 scripts, which was unacceptable. | Construction Planning L4<br>English FAL L4 Paper 2<br>Mathematical Literacy L4 Paper 1<br>Office Practice L4<br>Sustainable Tourism in SA and International Travel L4<br>Systems Analysis and Design L4 |
| **Contingency plans to address absenteeism among marking personnel** | Absent markers were telephoned by marking centre managers. If there was no response or if markers were unable to attend, contingency plans were made. | |

| Criteria | Findings | Subjects |
|---|---|---|
| **Contingency plans to address absenteeism among marking personnel** | At the Asherville marking centre, the marking centre manager had an electronic list of back-up markers, consisting of lecturers who had marked before. These individuals were called upon immediately to replace absent markers.<br><br>At Springs, the marking centre manager had a reserve list of markers. These markers were to be called to substitute any appointed markers who did not report for duty.<br><br>There did not appear to be a contingency plan at Seshego. | |
| **Training of marking personnel** | Marking centres had different approaches to training. At Springs, the marking centre manager ran a training session in the morning, before the commencement of the marking guideline discussion meetings for all marking staff. A further meeting was held in the early afternoon with chief markers who were called from their marking venues. Moderators were concerned about the disruption this may have caused to the flow of the marking guideline discussions, as these could not continue without the chief markers.<br><br>At Asherville, the chief markers and internal moderators attended a training session the day before the marking guideline discussion meetings, led by the marking centre manager. The chief marker and internal moderator were required to relay any information to the markers. It could not be ascertained how successfully this information was relayed.<br><br>At Seshego, the DHET and marking centre manager offered training to all the markers. | |
| **Appointment of marking staff** | Chief markers, internal moderators and markers were appointed in good time and received their appointment letters in advance in the majority of subjects (88%). This was an improvement of the 79% in 2016. | Afrikaans FAL L4 Paper 2<br>Applied Accounting L4 Paper 1<br>Art and Science of Teaching L4<br>Business Practice L4<br>Client Services and Human Relations L4<br>Construction Planning L4<br>Data Communication and Networking L4<br>Electrical Principles and Practice L4<br>Electrical Workmanship L4<br>Electronic Control and Digital Electronics L4<br>Electrotechnology L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Appointment of marking staff** | | Engineering Processes L4<br>English FAL L4 Paper 2<br>Financial Management L4<br>Food Preparation L4<br>Hospitality Generics L4<br>Life Orientation L4 Paper 1 and 2<br>Management Practice L4<br>Marketing Communication L4<br>Materials L4<br>Mathematical Literacy L4 Paper 1<br>Mathematics L4 Paper 1<br>Office Practice L4<br>Personal Assistance L4<br>Professional Engineering Practice L4<br>Science of Tourism L4<br>Sustainable Tourism in SA and International Travel L4<br>Tourism Operations L4 |
| | In 12% of subjects, marking personnel did not receive their appointment letters in time/were not appointed in time. | Advertising and Promotions L4<br>Applied Accounting L4 Paper 2<br>Engineering Fabrication – Boiler Making L4<br>Systems Analysis and Design L4 |
| | Marking staff were appointed late: two markers were appointed a day before the marking guideline discussion meeting, receiving an SMS at about 20:00 on 1/12/2017 informing them of their appointment and requesting them to report for duty the following day. | Advertising and Promotions L4 |
| | Five of the eight markers were recruited by telephone on the day of the marking guideline meeting. | Applied Accounting L4 Paper 2 |
| | The chief marker was not informed of his/her appointment by the DHET and the internal moderator only received the appointment letter on 1/12/2017. | Engineering Fabrication – Boiler Making L4 |
| | There was some confusion regarding appointments for Paper 1 and 2: eight markers had prepared marking guidelines for Paper 1 as they were not aware that they had been appointed for Paper 2. In some cases, appointment letters indicated that markers had been appointed for both papers but they chose to prepare the marking guideline for Paper 1, while in others, appointment letters indicated that markers had been appointed for Paper 1 but they were told on arrival that they would be marking Paper 2. | English FAL L4 Paper 2 |
| | While the majority of the markers of question papers were satisfied with the appointment process, a few college staff members expressed concern that markers were not lecturers in the subjects they had | |

| Criteria | Findings | Subjects |
|---|---|---|
| **Appointment of marking staff** | been appointed to mark, or that the chief marker and/or internal moderator was inexperienced. Concerns included: | |
| | Markers who were appointed but who did not teach the subject (three); an internal moderator who had never marked NC(V) at national level. | Hospitality Generics L4 |
| | The internal moderators did not understand the importance of sample marking. Two markers did not teach the subject. | Personal Assistance L4 |
| | The chief marker and internal moderator were inexperienced. | Management Practice L4 |
| **Recruitment process** | The majority of markers were recruited in response to circulars sent to their campus managers by the DHET. Some managers circulated these, or read them out to staff.<br>Markers were informed of their appointments by email and SMS, and at some colleges the appointment letters were printed and handed out to markers. | |
| **Umalusi's changes to question paper and marking guidelines during moderation process** | In the majority of cases (88%), the changes recommended by Umalusi were made to question papers and marking guidelines. A few exceptions are noted below: | |
| | In 12% of the subjects, the required changes were not made by the DHET. The majority of the changes omitted concerned the tick marks required in the marking guidelines to guide the marker.<br><br>Other changes not made, for example:<br>The text of the advertisement in Question 6 was not enlarged as had been recommended during external moderation. This affected candidates' response to question 6.1.4 which carried 1 mark, as the text was illegible. | Electrical Principles and Practice L4<br>Financial Management L4<br>Marketing Communication L4<br><br>Advertising and Promotions L4 |
| **Preparedness of chief markers, internal moderators in terms of sample marking** | In 49% of question papers, the chief marker and/or internal moderator marked a sample of scripts before the marking guideline discussion. This was an improvement on the 35% who marked a sample before the discussions in 2016. | Applied Accounting L4 Paper 1<br>Art and Science of Teaching L4<br>Business Practice L4<br>Client Services and Human Relations L4<br>Construction Planning L4<br>Electrical Principles and Practice L4<br>Electrical Workmanship L4<br>Electronic Control and Digital Electronics L4<br>Engineering Fabrication – Boiler Making L4<br>English FAL L4 Paper 2<br>Hospitality Generics L4<br>Life Orientation L4 Paper 1<br>Management Practice L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Preparedness of chief markers, internal moderators in terms of sample marking** | | Professional Engineering Practice L4<br>Science of Tourism L4<br>Sustainable Tourism in SA and International Travel L4 |
| | In 51% of the question papers, the chief marker and/or internal moderator did not mark a sample of scripts before the marking guideline discussions. | Advertising and Promotions L4<br>Afrikaans FAL L4 Paper 2<br>Applied Accounting L4 Paper 2<br>Data Communication and Networking L4<br>Electrotechnology L4<br>Engineering Processes L4<br>Financial Management L4<br>Food Preparation L4<br>Life Orientation L4 Paper 2<br>Marketing Communication L4<br>Materials L4<br>Mathematical Literacy L4 Paper 1<br>Mathematics L4 Paper 1 and 2<br>Office Practice L4<br>Personal Assistance L4<br>Systems Analysis and Design L4<br>Tourism Operations L4 |
| **Adjustments made to marking guidelines before the marking guideline discussions** | Chief markers/internal moderators made provisional adjustments to the marking guidelines before the marking guideline discussions in 30% of the question papers. This was mostly to add alternative correct answers. This compares with the 29% of 2016. | Advertising and Promotions L4<br>Client Services and Human Relations L4<br>Electrical Workmanship L4<br>Electronic Control and Digital Electronics L4<br>Engineering Processes L4<br>Life Orientation L4 Paper 1<br>Management Practice L4<br>Office Practice L4<br>Professional Engineering Practice L4<br>Science of Tourism L4<br>Sustainable Tourism in SA and International Travel L4 |
| **Conduct of the marking guideline discussions** | The chief markers chaired the majority of meetings (70%). | |
| | In the case of 12% of the question papers, the chief markers and internal moderators co-chaired the meetings. | English FAL L4 Paper 2<br>Financial Management L4<br>Science of Tourism L4<br>Systems Analysis and Design L4 |
| | The internal moderators chaired meetings in 12% of subjects/question papers. | Engineering Fabrication – Boiler Making L4<br>Materials L4<br>Mathematical Literacy L4 Paper 1<br>Sustainable Tourism in SA and International Travel L4 |
| | The chief marker and Umalusi co-chaired meetings in 6% of subjects. | Electrical Principles and Practice L4<br>Hospitality Generics L4 |
| **Preparedness of chief markers, internal moderators and markers (marking panel)** | The marking personnel were well prepared for the marking guideline discussion meetings, with 74% having prepared their own marking guidelines. This is a significant improvement of 42% in 2016, where the entire marking panel in only 32% of the subjects had prepared their own marking guidelines. | Afrikaans FAL L4 Paper 2<br>Art and Science of Teaching L4<br>Business Practice L4<br>Client Services and Human Relations L4<br>Construction Planning L4<br>Data Communication and Networking L4<br>Electrical Principles and Practice L4<br>Electrical Workmanship L4<br>Electronic Control and Digital Electronics L4<br>Engineering Processes L4<br>English FAL L4 Paper 2<br>Financial Management L4<br>Food Preparation L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Preparedness of chief markers, internal moderators and markers (marking panel)** | | Life Orientation L4 Paper 1 and 2<br>Management Practice L4<br>Marketing Communication L4<br>Materials L4<br>Mathematics L4 Paper 1<br>Office Practice L4<br>Professional Engineering Practice L4<br>Science of Tourism L4<br>Sustainable Tourism in SA and International Travel L4<br>Systems Analysis and Design L4<br>Tourism Operations L4 |
| | In 26% of the subjects, marking personnel did not arrive with prepared marking guidelines. This is a significant improvement on 2016, where marking personnel for 68% of papers did not arrive prepared. | Advertising and Promotions L4<br>Applied Accounting L4 Paper 1 and 2<br>Electrotechnology L4<br>Engineering Fabrication – Boiler Making L4<br>Hospitality Generics L4<br>Mathematical Literacy L4 Paper 1<br>Mathematics L4 Paper 2<br>Personal Assistance L4 |
| | In the case of one subject, markers prepared the marking guidelines for Paper 1, but were appointed to mark Paper 2 on the day, and thus had not prepared the correct marking guidelines. | English FAL L4 Paper 2 |
| **Adjustments made to marking guidelines during the marking guideline discussion** | Adjustments were made to all marking guidelines. In the majority of cases, this was to include alternative correct answers to encourage markers to mark consistently and fairly and to accommodate a range of correct responses.<br>In specific instances, adjustments were made to correct errors in the marking guidelines/question papers. These corrections would ensure that candidates were not unfairly penalised. Examples included: | |
| | The "interest charged journal" carrying seven marks was asked for twice. The question should have asked for the "bad debts journal" instead. The paper would be marked out of 193 instead of 200. | Applied Accounting L4 Paper 2 |
| | Three short response questions had incorrect answers in the guidelines. | Engineering Processes L4 |
| | One calculation had an incorrect answer in the guidelines. This was changed. | Mathematical Literacy L4 Paper 1 |
| | An erroneous true/false answer, a spelling error, and an incorrect question number were corrected. | Sustainable Tourism in SA and International Travel L4 |
| **Sharing of marking guidelines changes between marking centres** | The sharing of marking guidelines between venues is a recurring challenge. Markers of some question papers received different information on how sharing would take place. There were no official | Business Practice Level 4<br>Client Services and Human Relations L4<br>Electrical Workmanship L4<br>Engineering Processes L4<br>English FAL L4 Paper 2<br>Life Orientation L4 Paper 1 and 2 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Sharing of marking guidelines changes between marking centres** | processes in place to follow if marking panels at different centres could not agree on changes, nor were deadlines stipulated for the adjusted guidelines to be received before marking began. It was important that the adjusted guidelines were received before marking commenced. The main challenges were:<br>The amended marking guidelines were not forwarded to the other centres or no confirmation of this arrangement was confirmed;<br>The chief markers were not aware of the procedures to be followed in the sharing of marking guidelines; and<br>Incorrect changes were communicated between centres. | Mathematical Literacy L4 Paper 1<br>Mathematics L4 Paper 1 and 2<br>Office Practice L4<br>Professional Engineering Practice L4 (Asherville) |
| **Justification for changes to the marking guidelines** | Adjustments to all marking guidelines were justified. | All subjects |
| | Markers wanted to add incorrect alternative answers, but Umalusi pointed out the need to accept only correct answers, and to follow the guidelines for markers as stipulated in the marking guidelines. | Life Orientation L4 Paper 1 |
| **Impact of changes to marking guidelines on cognitive level of answers** | No changes to cognitive levels were caused by adjustments. | All subjects |
| **Role of Umalusi** | Moderators guided, observed, assisted and helped to take final decisions, ensured the required standard was maintained, provided subject content information where this was lacking, supported, answered questions, reiterated the importance of sample marking, assisted novice markers, explained processes to chief markers and internal moderators and contributed to the success of the marking guideline discussions. | All subjects |
| **Sample marking: each marker received scripts to mark** | Markers for the majority of question papers (97%) received sample scripts to mark. This compares to the 97% of question papers of 2016. | |
| | The scripts for one subject did not arrive, hence no sample marking could be done. | Mathematics L4 Paper 2 |
| **Sample marking: each marker marked a copy of the same script to establish** | In 97% of the subjects where sample scripts were marked, markers received the same script to mark to establish consistency of | Advertising and Promotions L4<br>Afrikaans FAL L4 Paper 2<br>Applied Accounting L4 Paper 1 and 2<br>Art and Science of Teaching L4<br>Business Practice L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **marking consistency of marking** | marking. This is an improvement on the 88% of 2016. | Client Services and Human Relations L4<br>Construction Planning L4<br>Data Communication and Networking L4<br>Electrical Principles and Practice L4<br>Electrical Workmanship L4<br>Electronic Control and Digital Electronics L4<br>Electrotechnology L4<br>Engineering Fabrication – Boiler Making L4<br>Engineering Processes L4<br>English FAL L4 Paper 2<br>Financial Management L4<br>Food Preparation L4<br>Hospitality Generics L4<br>Life Orientation L4 Paper 1 and 2<br>Management Practice L4<br>Materials L4<br>Mathematical Literacy L4 Paper 1<br>Mathematics L4 Paper 1<br>Office Practice L4<br>Personal Assistance L4<br>Professional Engineering Practice L4<br>Science of Tourism L4<br>Sustainable Tourism in SA and International Travel L4<br>Systems Analysis and Design L4<br>Tourism Operations L4 |
| | Four markers marked the same script, while the chief marker and internal moderator marked a different script. | Marketing Communication L4 |
| **Sample marking: each marker received a sample of scripts to mark from a range of centres** | In 70% of the subjects, markers received a sample of scripts to mark from a range of centres. This was comparable to the 71% of 2016. | Advertising and Promotions L4<br>Afrikaans FAL L4 Paper 2<br>Applied Accounting L4 Paper 1 and 2<br>Art and Science of Teaching L4<br>Business Practice L4<br>Client Services and Human Relations L4<br>Construction Planning L4<br>Electrical Principles and Practice L4<br>Electrical Workmanship L4<br>Electronic Control and Digital Electronics L4<br>Engineering Fabrication – Boiler Making L4<br>Engineering Processes L4<br>English FAL L4 Paper 2<br>Financial Management L4<br>Food Preparation L4<br>Life Orientation L4 Paper 1<br>Marketing Communication L4<br>Materials L4<br>Mathematical Literacy L4 Paper 1<br>Mathematics L4 Paper 1<br>Professional Engineering Practice L4<br>Systems Analysis and Design L4 |
| | Markers did not receive a range of sample scripts to mark in these subjects (30%). | Data Communication and Networking L4<br>Electrotechnology L4<br>Hospitality Generics L4<br>Life Orientation L4 Paper 2<br>Management Practice L4<br>Mathematics L4 Paper 2<br>Office Practice L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Sample marking: each marker received a sample of scripts to mark from a range of centres** | | Personal Assistance L4<br>Science of Tourism L4<br>Sustainable Tourism in SA and International Travel L4<br>Tourism Operations L4 |
| **Sample marking: training and guidance provided to markers** | Umalusi, the chief marker and internal moderator provided guidance where needed. | |
| **Sample marking: adherence to marking guidelines** | In 84% of the subjects, markers adhered to the marking guidelines. This is an improvement on the 74% of 2016. | Advertising and Promotions L4<br>Afrikaans FAL L4 Paper 2<br>Applied Accounting L4 Paper 1<br>Art and Science of Teaching L4<br>Client Services and Human Relations L4<br>Construction Planning L4<br>Data Communication and Networking L4<br>Electrical Workmanship L4<br>Electronic Control and Digital Electronics L4<br>Electrotechnology L4<br>Engineering Fabrication – Boiler Making L4<br>Engineering Processes L4<br>English FAL L4 Paper 2<br>Financial Management L4<br>Food Preparation L4<br>Life Orientation L4 Paper 1<br>Management Practice L4<br>Marketing Communication L4<br>Materials L4<br>Mathematical Literacy L4 Paper 1<br>Office Practice L4<br>Personal Assistance L4<br>Professional Engineering Practice L4<br>Sustainable Tourism in SA and International Travel L4<br>Systems Analysis and Design L4<br>Tourism Operations L4 |
| | It was observed that in the listed subjects' papers (16%), markers did not adhere to the marking guidelines during sample marking. | Applied Accounting L4 Paper 2<br>Business Practice L4<br>Electrical Principles and Practice L4<br>Hospitality Generics L4<br>Science of Tourism L4 |
| **Sample marking: performance of markers** | In the listed subjects (15%), some of the markers were judged as unsatisfactory during the sample marking process. | Electrical Principles and Practice L4<br>Electronic Control and Digital Electronics L4<br>Food Preparation L4<br>Hospitality Generics L4<br>Office Practice L4<br>Personal Assistance L4<br>Tourism Operations L4 |
| | In the listed subjects (23%), some of the markers were judged as average. | Applied Accounting L4 Paper 2<br>Business Practice L4<br>Electronic Control and Digital Electronics L4<br>Food Preparation L4<br>Hospitality Generics L4<br>Life Orientation L4 Paper 1<br>Management Practice L4<br>Materials L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Sample marking: performance of markers** | | Professional Engineering Practice L4<br>Science of Tourism L4<br>Tourism Operations L4 |
| | In the listed subjects (54%), some or all of the markers were judged as good. | Advertising and Promotions L4<br>Applied Accounting L4 Paper 1<br>Art and Science of Teaching L4<br>Business Practice L4<br>Client Services and Human Relations L4<br>Construction Planning L4<br>Data Communication and Networking L4<br>Electrical Principles and Practice L4<br>Electrical Workmanship L4<br>Electronic Control and Digital Electronics L4<br>Electrotechnology L4<br>Engineering Fabrication – Boiler Making L4<br>Engineering Processes L4<br>English FAL L4 Paper 2<br>Financial Management L4<br>Food Preparation L4<br>Hospitality Generics L4<br>Management Practice L4<br>Marketing Communication L4<br>Materials L4<br>Mathematical Literacy L4 Paper 1<br>Office Practice L4<br>Personal Assistance L4<br>Sustainable Tourism in SA and International Travel L4<br>Systems Analysis and Design L4<br>Tourism Operations L4 |
| | In the listed subjects (8%), some or all of the markers were judged as excellent. | Afrikaans FAL L4 Paper 2<br>Business Practice L4<br>Food Preparation L4<br>Personal Assistance L4 |
| **Sample marking: standard of internal moderation** | No internal moderation took place during sample marking in 24% of the question papers. This is a slight decrease from the 26% in 2016. | Advertising and Promotions L4<br>Hospitality Generics L4<br>Life Orientation L4 Paper 1 and 2<br>Mathematics L4 Paper 1 and 2<br>Office Practice L4<br>Science of Tourism L4 |
| | The standard of internal moderation was rated as poor (4%). | Personal Assistance L4 |
| | The standard of internal moderation was rated as average (12%). This is an increase on the 9% of 2016. | Applied Accounting L4 Paper 2<br>Management Practice L4<br>Marketing Communication L4 |
| | The standard of internal moderation was rated as good (77%). This is a significant increase on 56% in 2016. | Applied Accounting L4 Paper 1<br>Art and Science of Teaching L4<br>Client Services and Human Relations L4<br>Construction Planning L4<br>Data Communication and Networking L4<br>Electrical Principles and Practice L4<br>Electrical Workmanship L4<br>Electronic Control and Digital Electronics L4<br>Electrotechnology L4<br>Engineering Fabrication – Boiler Making L4<br>Engineering Processes L4<br>English FAL L4 Paper 2 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Sample marking: standard of internal moderation** | | Financial Management L4<br>Food Preparation L4<br>Materials L4<br>Mathematical Literacy L4 Paper 1<br>Professional Engineering Practice L4<br>Sustainable Tourism in SA and International Travel L4<br>Systems Analysis and Design L4<br>Tourism Operations L4 |
| | The standard of internal moderation was rated as excellent in 8% of the subjects. This is a slight increase on the 6% of 2016. | Afrikaans FAL L4 Paper 2<br>Business Practice L4 |
| **Measures to address inconsistency in marking, and calculation errors** | Chief markers and internal moderators would moderate and check for consistency. Examination assistants would check all calculations. | All subjects |
| **Adjustments made to marking guidelines after sample marking** | Adjustments were made to marking guidelines after the sample marking process in 44% of the subjects. This is an increase on the 32% of 2016. | Advertising and Promotions L4<br>Afrikaans FAL L4 Paper 2<br>Art and Science of Teaching L4<br>Client Services and Human Relations L4<br>Electrical Workmanship L4<br>Electronic Control and Digital Electronics L4<br>Electrotechnology L4<br>Engineering Processes L4<br>Life Orientation L4 Paper 1 and 2<br>Management Practice L4<br>Office Practice L4<br>Professional Engineering Practice L4<br>Sustainable Tourism in SA and International Travel L4 |
| | Adjustments were not made to marking guidelines after the sample marking process in 56% of the subjects. This was a drop from the 68% in 2016. | Applied Accounting L4 Paper 1 and 2<br>Business Practice L4<br>Construction Planning L4<br>Data Communication and Networking L4<br>Engineering Fabrication – Boiler Making L4<br>English FAL L4 Paper 2<br>Financial Management L4<br>Food Preparation L4<br>Hospitality Generics L4<br>Marketing Communication L4<br>Materials L4<br>Mathematical Literacy L4 Paper 1<br>Personal Assistance L4<br>Science of Tourism L4<br>Systems Analysis and Design L4<br>Tourism Operations L4 |
| **Conduct of marking staff** | There were no complaints about the conduct of marking staff from any subjects. This was an improvement compared to 2016, where there were complaints from moderators or chief markers in 12% of subjects. | |
| **Signing off of marking guidelines** | Umalusi signed off the adjusted marking guidelines for 88% of the question papers. This was the same percentage as in 2016. | |

| Criteria | Findings | Subjects |
|---|---|---|
| | Umalusi did not sign off the adjusted marking guidelines for 12% of the question papers. Adjusted guidelines had either not been completed yet/changes had yet to be typed/ the process had not been finalised. | English FAL L4 Paper 2<br>Life Orientation L4 Paper 1<br>Marketing Communication L4<br>Science of Tourism L4 |
| **Complaints about questions that were ambiguous, beyond the scope of the curriculum or above the appropriate level** | There were no complaints with regard to 68% of the question papers. | |
| | Concerns were raised about 32% of the question papers, examples of which are listed below. This compares to 32% in 2016. | |
| | Acronym used in question; the full term should have been given. | Art and Science of Teaching L4 |
| | The language in the question paper was too demanding for the students. | Client Services and Human Relations L4 |
| | One of the questions was vague. | Electrotechnology L4 |
| | Some questions were ambiguous and different methods could be given as answers, whereas the marking guidelines only mentioned one method. | Engineering Processes L4 |
| | The question on the Basic Conditions of Employment Act dealing with notice of termination of employment was cited as unfair as students could not be expected to have memorised all sections of the Act. | Management Practice L4 |
| | One of the questions should have provided more background information. | Marketing Communication L4 |
| | A question was deemed ambiguous as a result of semantics, but it was resolved with appropriate amendments to the marking guidelines. | Office Practice L4 |
| | An acronym was used that was included in the SAG but not in the textbook. | Systems Analysis and Design L4 |
| **Minutes of the marking guideline discussions submitted to the marking centre manager** | Minutes of the marking guideline discussions for 74% of the question papers were submitted to the marking centre manager.<br>The minutes for 26% of the question papers were to be submitted once the meetings had been concluded and they had been typed.<br>It appeared that all moderators would submit their minutes as this was strictly enforced at all marking centres. | |
| **Copy of adjusted marking guidelines submitted to the marking centre manager** | Copies of adjusted marking guidelines for 82% of the question papers were submitted to the marking centre manager. In 18% of subjects, these copies were to be submitted once they had been | |

| Criteria | Findings | Subjects |
|---|---|---|
| | typed and finalised after the meeting or early on the following day. It appeared that moderators would submit adjusted marking guidelines as this was strictly enforced by all marking centres. | |
| **Improvements noted since the 2016 marking guideline meeting process** | The appointment process and preparation of marking staff went well;<br>An adequate number of markers were appointed;<br>Most markers came prepared with their own worked out marking guidelines:<br>The marking process had improved in terms of the discipline, punctuality, professionalism of the marking staff, administration, and division of questions, time management and valuable input of marking staff;<br>The subject was moved to a marking centre where qualified markers were available. | Afrikaans FAL L4 Paper 2<br>Applied Accounting L4 Paper 1<br>Business Practice L4<br>Client Services and Human Relations L4<br>Construction Planning L4<br>Electronic Control and Digital Electronics L4<br>Engineering Processes L4<br>Financial Management L4<br>Food Preparation L4<br>Hospitality Generics L4<br>Life Orientation L4 Paper 1 and 2<br>Marketing Communication L4<br>Mathematics L4 Paper 1 and 2<br>Office Practice L4<br>Sustainable Tourism in SA and International Travel L4 |
| **State of marking guideline meeting venues** | Asherville:<br>The staff at the marking centre were very experienced, well organised and professional.<br>The marking centre manager played an active role in ensuring that times and processes were strictly adhered to. | Hospitality Generics L4<br>Life Orientation L4 Paper 1<br>Mathematics L4 Paper 1 and 2 |
| | There were a number of groups of markers confined to one noisy, poorly air-conditioned room. This was not conducive to effective marking. When this was brought to the attention of the marking centre manager, more suitable rooms were made available to the Applied Accounting, Electrical Principles and Practice and Life Orientation groups. | Applied Accounting L4 Paper 1<br>Life Orientation L4 Paper 1<br>Electrical Principles and Practice L4 |
| | Some subjects also complained about noise and disruptions in shared venues, as well as the noise from a construction site. The limited space allocated to each marker added to the frustration, with one student desk per marker. | Electrical Workmanship L4<br>Electronic Control and Digital Electronics L4<br>Engineering Processes L4<br>Science of Tourism L4 |
| | Seshego:<br>The infrastructure was not conducive to a smooth marking process. All Report 190/191 and NC(V) markers marked in one medium size hall. The meetings were held on the stage behind the curtains and this proved disruptive. Markers were given one small student desk for their use, which made it difficult to manage the | Tourism Operations L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **State of marking guideline meeting venues** | scripts and the marking guidelines. The ablution facilities were not in good order. The lighting in the hall was poor. Markers were not allowed to drink water during marking, even during a heat wave. The hall was hot and above the temperature that is appropriate for a working environment. | |
| | Springs:<br>The marking centre was very well organised.<br>Smooth arrangements relating to all aspects of the marking process allowed for better structure and control. | Food Preparation L4<br><br>Marketing Communication L4 |
| | There were no specific complaints or comments about the Struandale or Tygerberg venues. | Electrotechnology L4<br>Afrikaans FAL L4 Paper 2 |
| **General concerns** | The markers were not informed in advance. The chief marker had not been appointed. This panel required a great deal of guidance and training. | Applied Accounting L4 Paper 2 |
| | Not all marking staff attended the training offered by the marking centre manager. | Numerous subjects |
| | No training was given to markers prior to the marking guideline discussion. Markers were inexperienced and did not follow the marking guidelines. They made basic mistakes, such as marking short questions (true/false) incorrectly, and allocating incorrect marks to answers. The chief marker and internal moderator were not strong enough to take the lead. | Science of Tourism L4 |
| | The moderator was informed by the chief marker that owing to the large number of scripts, the Springs marking centre would appoint additional markers. Such appointments were unprecedented and should not have been allowed, since the entire marking process had already started, orientation and the in-depth guideline discussion had taken place, sample scripts had been marked and the team was engaged in the marking process. | Office Practice L4 |
| | The actual marking guideline discussions started very late. Marking centre meetings at Springs with chief markers/internal moderators held up the process as markers had to wait for their return. | Food Preparation L4<br>Marketing Communication L4 |

## 5.4 Areas of Compliance

Compliance is cardinal to the standardisation of the marking guidelines process.

### 5.4.1 NC(V) Level 2 and Level 3

In the six marking guideline discussions in which Umalusi participated, compliance was evident:

- The committee members were informed well in advance of the meeting in the majority of the subjects;
- In all subjects, the required amendment report was completed;
- The majority of committee members were prepared for the meetings;
- The committee members all engaged in sample marking in all six subjects; and
- No changes to mark allocation in questions were made.

### 5.4.2 NC(V) Level 4

The findings indicated compliance in core aspects, which boded well for the standardisation of the marking guidelines.

- A substantial number of subjects held marking guideline discussion meetings that were comprehensive and included sample marking. There was a deeper understanding of the importance of sample marking in the majority of subjects and the marking panels were less inclined to rush the meetings in order to make an early start with marking at the expense of thorough sample marking. Sample marking was the norm in the majority of subjects. Fifty-nine percent of the subjects had marking guideline discussion meetings that lasted four hours or more;
- Chief markers and internal moderators, core to the success of the marking process, attended the marking guideline discussion meetings for the majority of question papers. Chief markers and internal moderators were present at 94% of the meetings;
- The majority of markers were present;
- In 74% of the subjects, all marking personnel were on time and the marking guideline discussion meetings could commence promptly. This enabled in-depth discussions and allowed the markers present to receive the same training and information;
- Chief markers, internal moderators and markers were mostly well prepared for the meetings, and had prepared their own marking guidelines; 74% of the markers had prepared their own marking guidelines. This is a significant improvement of 42% in 2016, where the entire marking panel arrived prepared at the marking guideline discussion in only 32% of the subjects;
- The ratio of scripts per marker was within the limit of the stipulated maximum of 300 or below in the majority of subjects (82%);
- Contingency plans to address absenteeism among marking panel members had been made at marking centres;
- Training for marking staff took place at the marking centres;
- The recruitment and appointment of marking staff was finalised well in advance and the majority of the marking panel members (88%) received appointment letters before the marking commenced. This is commendable;
- In the majority of subjects (88%), the changes recommended by Umalusi to the question paper and marking guidelines were effected;

- Markers in the majority of subjects (97%) received sample scripts to mark;
- In all cases, adjustments to the marking guidelines were justified;
- There were no changes to cognitive levels as a result of adjusted answers;
- Umalusi played a supporting role and made valuable contributions to the success of the process;
- Measures were taken to address inconsistencies in marking and calculation errors;
- The conduct of marking staff was exemplary and there were no complaints about markers' behaviour;
- In 68% of the subjects, there were no cases of questions that were beyond the scope of the curriculum or ambiguous;
- Minutes of the marking guideline meetings for the majority of the question papers and copies of the adjusted marking guidelines were in the process of being submitted to the marking centre manager, or had already been submitted;
- Good practices were observed, such as having more than one chief marker where there were large numbers of markers, as in Life Orientation; and
- Substantial improvements were noted when comparing the marking process of 2017 with that of the 2016 examination. Eighty-one percent of the subjects showed evidence of improvement.

## 5.5 Areas of Non-compliance

Areas of non-compliance are obstacles to achieving standardised marking guidelines and they prevent the marking process from functioning optimally.

### 5.5.1 NC(V) Level 2 and Level 3

Areas of non-compliance were limited:

- Markers for Concrete Structures L2 were notified only the day before the meeting took place; and
- Not all committee members worked out their own marking guidelines.

### 5.5.2 NC(V) Level 4

The marking guideline meeting processes were much improved and the DHET is to be commended for this progress. However, there were still areas of non-compliance that raised concerns.

- The sharing of adjusted marking guidelines between centres where the same question papers are marked, is still not a streamlined process and in most instances does not take place. This detracts from consistency in marking across the marking centres and may unfairly advantage or disadvantage candidates from specific provinces;
- The absence of a chief marker for Engineering Fabrication – Boiler Making L4 and Applied Accounting L4 Paper 2, as well as the absence of internal moderators for Advertising and Promotions L4 and Office Practice L4, is unacceptable;
- The number of markers who arrive late is still too high, with a marker or a few markers arriving late in 26% of the subjects;
- In some subjects, sufficient markers were not appointed; markers may possibly have had to mark more than the 300 prescribed scripts, for example Construction Planning L4,

English First Additional Language L4 Paper 2, Mathematical Literacy L4 Paper 1, Office Practice L4, Systems Analysis and Design L4;

- In a few subjects, chief markers, internal moderators and markers were not appointed in good time; they were appointed the day before or on the day marking began. Question papers affected were Advertising and Promotions L4, Applied Accounting L4 Paper 2; and Engineering Fabrication – Boiler Making L4. In English First Additional Language L4 Paper 2, there was confusion as to whether markers had been appointed for Paper 1 or Paper 2;
- In more than half of the subjects (51%), the chief marker/internal moderator did not mark a sample of scripts before the marking guideline discussions;
- Not all marking personnel arrived with their own prepared marking guidelines (26%). At Seshego, the marking guidelines were collected and not returned to markers for use during the marking guideline discussions; and
- Some of the meeting venues were shared by subjects, rendering the marking guideline discussions challenging and extremely noisy, and with little space for markers to do their work properly.

## 5.6 Directives for Compliance and Improvement

Directives for compliance and improvement serve to ensure the standardisation of marking guidelines and are essential to acceptable examination practices.

### 5.6.1 NC(V) Level 2 and Level 3

As a result of the small sample, there were very few directives for compliance and improvement.

- Committee members should be notified well in advance of the marking guideline discussion meeting; and
- Orgaanisers should ensure that committee members work out their own marking guidelines.

### 5.6.2 NC(V) Level 4

- Where question papers are marked at more than one centre, the DHET should budget to accommodate shared marking guideline discussion meetings between chief markers and internal moderators from different centres, prior to the marking guideline discussions, and should inform Umalusi in advance of the dates and venues. This would ensure standardised marking guidelines, as the existing processes of standardisation across centres is ad hoc, inefficient or non-existent. Thereafter, communication processes such as Skype sessions or email should be made available to allow the sharing of any further adjustments after the marking guideline discussions at the various centres have been completed. These further adjustments need to be discussed and decided on by marking panels at the various centres, in collaboration with Umalusi. This would allow the use of ONE standardised marking guideline per question paper for implementation at all marking centres across South Africa;
- The DHET should appoint experienced chief markers and internal moderators in all subjects, and should ensure that there are sufficient markers to prevent any individual from having to mark more than 300 scripts. Chief markers and internal moderators should

conduct more moderation, marker training and support and do less marking. All markers should currently be teaching the level and section of the subject they have been appointed to mark;

- Chief markers/internal moderators should mark a sample of scripts before the commencement of the marking guideline discussion in order to prepare adequately;
- Scripts from a variety of centres should be used for sample marking;
- All marking personnel should be punctual and submit their own prepared marking guidelines for scrutiny. They should refer to these guidelines during the marking guideline discussion; and
- The marking of each question paper should take place in a separate venue at the marking centre and there should be sufficient desks and chairs to conduct the marking guideline discussions in a comfortable environment.

## 5.7 Conclusion

The majority of marking guideline discussion meetings were successful and made a significant contribution to standardising the marking guidelines, training of markers and promotion of consistent and fair marking. Significant improvements on the 2016 examination process were noted with regard to the core criteria.

Areas of compliance and non-compliance were noted. Directives for compliance and improvement included the timely appointment of experienced chief markers and internal moderators for all question papers, as well as sufficient markers who were currently teaching the subject at the required level. A core directive was to ensure that prompt standardisation occurred between marking centres where the same question paper was being marked at different centres. In addition, it is imperative that there are separate venues for marking guideline discussions for each subject.

The DHET is to be commended on the improvements in the standardisation of marking guidelines process. It was encouraging to note the progress and the efforts made in complying with the requirements.

# CHAPTER 6 VERIFICATION OF NATIONAL CERTIFICATE (VOCATIONAL) MARKING

## 6.1 Introduction

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

The marking of the NC(V) Level 2 and Level 3 examination scripts was conducted internally at various college/campus examination sites. Lecturers responsible for teaching the subjects, were appointed to mark. Umalusi sampled sites that were asked to submit a number of marked scripts to the Springs Marking Centre. This sample comprised mainly fundamental subjects.

Marking of the NC(V) Level 4 examination scripts was conducted at eight marking centres. These were Asherville Campus of Thekwini TVET College, Springs Campus of Ekurhuleni East TVET College, East London Campus of Buffalo City TVET College, Seshego Campus of Capricorn TVET College, Bloemfontein Campus of Motheo TVET College, Struandale Campus of Port Elizabeth TVET College, Nelspruit Campus of Ehlanzeni TVET College and Tygerberg Campus of Northlink TVET College. Level 4 question papers with high enrolments, such as the fundamental subjects, were marked at more than one of the marking centres. The majority of Level 4 subjects (69%) were however marked at either Springs or Asherville.

The Department of Higher Education and Training (DHET) Examinations Directorate appointed a chief marker, an internal moderator and markers for each Level 4 question paper, according to enrolment numbers. No marker was to be required to mark more than 300 scripts. In the case of subjects with large enrolments, two chief markers were appointed, for example in Life Orientation.

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

The purpose of this process is to verify:

- The systems, processes and procedures as planned and implemented at the marking centres; and
- The standard and quality of marking and internal moderation.

## 6.2 Scope and Approach

In the November 2017 examination, Umalusi moderated a sample of seven subjects (13 question papers) in the NC(V) Level 2 and Level 3 examination, and 66 subjects (70 question papers) in the NC(V) Level 4 examination. The subjects and papers are listed in Tables 6A, 6B and 6C.

Umalusi deployed 74 moderators for the verification process.

Fourteen NC(V) L4 question papers were marked at more than one marking centre. Umalusi deployed moderators to attend the marking guideline discussions and verify the marking at one or more of the marking centres of a subject.

Tables 6A, 6B and 6C indicate the NC(V) subjects on Levels 2, 3 and 4 for which marking was verified.

**Table 6A: Level 2 question papers included in the verification of marking**

| No. | Subject |
|---|---|
| **1.** | English FAL L2 Paper 1 |
| **2.** | Life Orientation L2 Paper 1 and 2 |
| **3.** | Mathematical Literacy L2 Paper 1 |
| **4.** | Mathematics L2 Paper 2 |

**Table 6B: Level 3 question papers included in the verification of marking**

| No. | Subject |
|---|---|
| **1.** | Afrikaans FAL L3 Paper 1 |
| **2.** | English FAL L3 Paper 1 |
| **3.** | Fitting and Turning L3 |
| **4.** | Life Orientation L3 Paper 1 and 2 |
| **5.** | Mathematical Literacy L3 Paper 2 |
| **6.** | Mathematics L3 Paper 1 |
| **7.** | Physical Science L3 Paper 1 |

**Table 6C: Level 4 question papers included in the verification of marking**

| No. | Subject |
|---|---|
| **1.** | Advanced Plant Production L4 |
| **2.** | Advertising and Promotions L4 |
| **3.** | Afrikaans FAL L4 |
| **4.** | Animal Production L4 |
| **5.** | Applied Accounting L4 Paper 2 |
| **6.** | Applied Policing L4 |
| **7.** | Art and Science of Teaching L4 |
| **8.** | Automotive Repair and Maintenance L4 |
| **9.** | Business Practice L4 |
| **10.** | Client Services and Human Relations L4 |
| **11.** | Computer Programming L4 Paper 2 |
| **12.** | Construction Planning L4 |
| **13.** | Construction Supervision L4 |
| **14.** | Consumer Behaviour L4 |
| **15.** | Contact Centre Operations L4 |
| **16.** | Data Communication and Networking L4 |
| **17.** | Early Childhood Development L4 |
| **18.** | Economic Environment L4 |
| **19.** | Electrical Principles and Practice L4 |
| **20.** | Electrical Systems and Construction L4 |
| **21.** | Electrical Workmanship L4 |
| **22.** | Electronic Control and Digital Electronics L4 |
| **23.** | Electrotechnology L4 |
| **24.** | Engineering Fabrication – Boiler Making L4 |
| **25.** | Engineering Processes L4 |
| **26.** | English FAL L4 Paper 1 and 2 |
| **27.** | Financial Management L4 |
| **28.** | Food Preparation L4 |
| **29.** | Freight Logistics L4 |

| No. | Subject |
|---|---|
| **30.** | Governance L4 |
| **31.** | Hospitality Generics L4 |
| **32.** | Hospitality Services L4 |
| **33.** | Human and Social Development L4 |
| **34.** | Law Procedures and Evidence L4 |
| **35.** | Learning Psychology L4 |
| **36.** | Life Orientation L4 Paper 1 and 2 |
| **37.** | Management Practice L4 |
| **38.** | Marketing L4 |
| **39.** | Marketing Communication L4 |
| **40.** | Materials L4 |
| **41.** | Mathematical Literacy L4 Paper 1 and 2 |
| **42.** | Mathematics L4 Paper 1 and 2 |
| **43.** | Mechatronic Systems L4 |
| **44.** | Multimedia Service L4 |
| **45.** | New Venture Creation L4 |
| **46.** | Office Data Processing L4 |
| **47.** | Office Practice L4 |
| **48.** | Operations Management L4 |
| **49.** | Personal Assistance L4 |
| **50.** | Physical Science L4 |
| **51.** | Process Control L4 |
| **52.** | Process Technology L4 |
| **53.** | Professional Engineering Practice L4 |
| **54.** | Project Management L4 |
| **55.** | Renewable Energy Technologies L4 |
| **56.** | Roads L4 |
| **57.** | Science of Tourism L4 |
| **58.** | Stored Programme Systems L4 |
| **59.** | Sustainable Tourism in SA and International Travel L4 |
| **60.** | Systems Analysis and Design L4 |
| **61.** | The Human Body and Mind L4 |
| **62.** | The South African Health Care System L4 |
| **63.** | Tourism Operations L4 |
| **64.** | Transport Economics L4 |
| **65.** | Transport Operations L4 |
| **66.** | Welding L4 |

The following three tables (6D–6F) provide information on the question papers and the number of provinces and centres included in Umalusi's verification sample.

**Table 6D: NC(V) Verification of marking Level 2: question papers, number of provinces and number of centres**

| NC(V) Subject | Number of Provinces | Western Cape | Northern Cape | Free State | Eastern Cape | KwaZulu-Natal | Mpumalanga | Limpopo | Gauteng | North West |
|---|---|---|---|---|---|---|---|---|---|---|
| English FAL L2 Paper 1 | **4** | 2 | 0 | 1 | 3 | 1 | 0 | 0 | 0 | 0 |
| Life Orientation L2 Paper 1 | **9** | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 3 | 1 |
| Life Orientation L2 Paper 2 | **9** | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 2 | 2 |
| Mathematical Literacy L2 Paper 1 | **9** | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 1 |
| Mathematics L2 Paper 2 | **8** | 2 | 1 | 2 | 2 | 2 | 2 | 0 | 2 | 2 |

**Table 6E: NC(V) Verification of marking Level 3: question papers, number of provinces and number of centres**

| NC(V) Subject | Number of Provinces | Western Cape | Northern Cape | Free State | Eastern Cape | KwaZulu-Natal | Mpumalanga | Limpopo | Gauteng | North West |
|---|---|---|---|---|---|---|---|---|---|---|
| Afrikaans FAL L3 Paper 1 | **2** | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| English FAL L3 Paper 1 | **9** | 3 | 1 | 2 | 1 | 1 | 1 | 3 | 1 | 2 |
| Fitting and Turning L3 | **9** | 3 | 1 | 2 | 2 | 1 | 1 | 3 | 1 | 1 |
| Life Orientation L3 Paper 1 | **9** | 1 | 1 | 2 | 1 | 1 | 3 | 2 | 2 | 1 |
| Life Orientation L3 Paper 2 | **9** | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| Mathematical Literacy L3 Paper 2 | **9** | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 1 |
| Mathematics L3 Paper 1 | **8** | 2 | 0 | 2 | 3 | 2 | 1 | 2 | 3 | 1 |
| Physical Science L3 Paper 1 | **5** | 0 | 0 | 0 | 1 | 1 | 2 | 1 | 4 | 0 |

**Table 6F: NC(V) Verification of marking Level 4: question papers, number of provinces and number of centres**

| NC(V) Subject | Number of Provinces | Western Cape | Northern Cape | Free State | Eastern Cape | KwaZulu-Natal | Mpumalanga | Limpopo | Gauteng | North West |
|---|---|---|---|---|---|---|---|---|---|---|
| Advanced Plant Production L4 | **8** | 1 | 0 | 1 | 1 | 5 | 1 | 2 | 1 | 1 |
| Advertising and Promotions L4 | **7** | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| Afrikaans FAL L4 Paper 2 | **2** | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Animal Production L4 | **8** | 1 | 0 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| Applied Accounting L4 Paper 2 | **7** | 1 | 2 | 0 | 0 | 6 | 1 | 1 | 2 | 1 |
| Applied Policing L4 | **6** | 4 | 0 | 1 | 3 | 3 | 0 | 2 | 2 | 0 |
| Art and Science of Teaching L4 | **5** | 3 | 1 | 0 | 7 | 8 | 5 | 0 | 0 | 0 |
| Automotive Repair and Maintenance L4 | **8** | 2 | 0 | 1 | 3 | 3 | 1 | 3 | 3 | 1 |
| Business Practice L4 | **3** | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 3 |
| Client Services and Human Relations L4 | **4** | 4 | 0 | 2 | 4 | 6 | 0 | 0 | 0 | 0 |
| Computer Programming L4 Paper 2 | **7** | 1 | 0 | 1 | 1 | 2 | 1 | 1 | 1 | 0 |
| Construction Planning L4 | **9** | 3 | 1 | 1 | 2 | 3 | 3 | 3 | 2 | 1 |
| Construction Supervision L4 | **9** | 2 | 1 | 1 | 2 | 4 | 2 | 3 | 3 | 1 |
| Consumer Behaviour L4 | **5** | 1 | 0 | 0 | 1 | 0 | 1 | 2 | 2 | 0 |
| Contact Centre Operations L4 | **5** | 0 | 0 | 1 | 1 | 0 | 0 | 3 | 5 | 1 |
| Data Communication and Networking L4 | **7** | 3 | 0 | 1 | 1 | 0 | 1 | 1 | 3 | 1 |

| NC(V) Subject | Number of Provinces | Western Cape | Northern Cape | Free State | Eastern Cape | KwaZulu-Natal | Mpumalanga | Limpopo | Gauteng | North West |
|---|---|---|---|---|---|---|---|---|---|---|
| Early Childhood Development L4 | **6** | 2 | 0 | 1 | 1 | 3 | 1 | 0 | 1 | 0 |
| Economic Environment L4 | **8** | 1 | 0 | 1 | 1 | 2 | 1 | 2 | 1 | 1 |
| Electrical Principles and Practice L4 | **3** | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 |
| Electrical Systems and Construction L4 | **6** | 2 | 2 | 2 | 3 | 3 | 0 | 0 | 0 | 1 |
| Electrical Workmanship L4 | **7** | 0 | 0 | 1 | 3 | 3 | 2 | 2 | 1 | 1 |
| Electronic Control and Digital Electronics L4 | **7** | 0 | 1 | 0 | 1 | 2 | 1 | 1 | 1 | 1 |
| Electrotechnology L4 | **6** | 0 | 1 | 0 | 1 | 2 | 1 | 1 | 0 | 1 |
| Engineering Fabrication – Boiler Making L4 | **5** | 2 | 0 | 0 | 0 | 1 | 5 | 3 | 4 | 0 |
| Engineering Processes L4 | **4** | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 7 | 2 |
| English FAL L4 Paper 1 | **3** | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 1 |
| English FAL L4 Paper 2 - Bloemfontein | **2** | 0 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| English FAL L4 Paper 2 - Springs | **1** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |
| Financial Management L4 | **9** | 1 | 1 | 2 | 1 | 3 | 2 | 1 | 2 | 1 |
| Food Preparation L4 | **9** | 2 | 1 | 2 | 2 | 2 | 1 | 3 | 3 | 2 |
| Freight Logistics L4 | **6** | 2 | 0 | 1 | 0 | 4 | 0 | 2 | 2 | 1 |
| Governance L4 | **5** | 4 | 0 | 0 | 3 | 2 | 0 | 1 | 3 | 0 |
| Hospitality Generics L4 | **9** | 1 | 1 | 1 | 3 | 3 | 1 | 2 | 3 | 1 |
| Hospitality Services L4 | **9** | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Human and Social Development L4 | **7** | 3 | 0 | 2 | 2 | 1 | 1 | 1 | 1 | 0 |
| Law Procedures and Evidence L4 | **7** | 4 | 1 | 2 | 4 | 3 | 0 | 2 | 3 | 0 |
| Learning Psychology L4 | **2** | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Life Orientation L4 Paper 1 - East London | **1** | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 0 |
| Life Orientation L4 Paper 1 - Springs | **2** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 3 |
| Life Orientation L4 Paper 2 - East London | **1** | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 0 |
| Life Orientation L4 Paper 2 - Springs | **2** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 |
| Management Practice L4 | **9** | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 2 |
| Marketing Communication L4 | **6** | 1 | 0 | 1 | 3 | 1 | 0 | 1 | 2 | 0 |
| Marketing L4 | **7** | 2 | 0 | 2 | 2 | 1 | 1 | 2 | 2 | 0 |
| Materials L4 | **8** | 1 | 0 | 1 | 1 | 2 | 3 | 3 | 2 | 1 |
| Mathematical Literacy L4 Paper 1 - East London | **1** | 0 | 0 | 0 | 19 | 0 | 0 | 0 | 0 | 0 |

| NC(V) Subject | Number of Provinces | Western Cape | Northern Cape | Free State | Eastern Cape | KwaZulu-Natal | Mpumalanga | Limpopo | Gauteng | North West |
|---|---|---|---|---|---|---|---|---|---|---|
| Mathematical Literacy L4 Paper 1 - Springs | **2** | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 6 | 0 |
| Mathematics L4 Paper 1 - East London | **2** | 7 | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 0 |
| Mathematics L4 Paper 2 - Springs | **2** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 6 |
| Mechatronic Systems L4 | **4** | 1 | 0 | 0 | 2 | 0 | 0 | 1 | 3 | 0 |
| Multimedia Service L4 | **5** | 3 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 |
| New Venture Creation L4 | **3** | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 3 |
| Office Data Processing L4 | **3** | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 4 | 2 |
| Office Practice L4 | **5** | 2 | 1 | 3 | 3 | 3 | 0 | 0 | 0 | 0 |
| Operations Management L4 | **8** | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 3 | 2 |
| Personal Assistance L4 | **6** | 1 | 0 | 0 | 2 | 1 | 0 | 2 | 1 | 1 |
| Physical Science L4 Paper 1 | **7** | 2 | 0 | 2 | 1 | 2 | 2 | 1 | 2 | 0 |
| Process Control L4 | **3** | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 1 | 0 |
| Process Technology L4 | **2** | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 |
| Professional Engineering Practice L4 | **4** | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 4 | 3 |
| Project Management L4 | **8** | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| Renewable Energy Technologies L4 | **3** | 3 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 |
| Roads L4 | **3** | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 |
| Science of Tourism L4 | **6** | 2 | 0 | 0 | 1 | 2 | 0 | 1 | 1 | 1 |
| Stored Programme Systems L4 | **4** | 0 | 0 | 0 | 2 | 0 | 1 | 1 | 3 | 0 |
| Sustainable Tourism in SA and International Travel L4 | **9** | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 1 |
| Systems Analysis and Design L4 | **8** | 2 | 0 | 2 | 2 | 3 | 2 | 3 | 4 | 2 |
| The Human Body and Mind L4 | **5** | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 |
| The South African Health Care System L4 | **9** | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Tourism Operations L4 | **6** | 1 | 0 | 1 | 1 | 0 | 1 | 2 | 1 | 0 |
| Transport Economics L4 | **6** | 2 | 0 | 1 | 0 | 3 | 0 | 2 | 2 | 1 |
| Transport Operations L4 | **5** | 1 | 0 | 1 | 0 | 1 | 0 | 2 | 3 | 0 |
| Welding L4 | **7** | 2 | 0 | 1 | 1 | 3 | 3 | 2 | 3 | 0 |

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

## 6.3 Summary of Findings

### 6.3.1 NC(V) Level 2 and Level 3

The findings of the Level 2 and Level 3 verification of marking process are summarised in Table 6G. Thirteen question papers were included in this moderation sample. While this was a small sample, the moderation of each question paper was of sufficient depth to give an indication of marking practices across several centres.

**Table 6G: NC(V) Findings Level 2 and Level 3**

| Criteria | Findings | Subject |
|---|---|---|
| **Script reception** | Only one subject received all the scripts at the marking centre by the time of the verification exercise. | Fitting and Turning L3 |
| | Some scripts for the question papers listed (92%) had still not arrived at the time of moderation. This is the same percentage as in 2016. | Afrikaans FAL L3 Paper 1<br>English FAL L2 Paper 1<br>English FAL L3 Paper 1<br>Life Orientation L2 Paper 1<br>Life Orientation L3 Paper 1 and 2<br>Mathematical Literacy L2 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2<br>Mathematics L3 Paper 1<br>Physical Science L3 Paper 1 |
| **Marking guideline discussions** | There was evidence that marking guideline discussions had been held for 62% of the question papers before the start of marking. This is less than the 69% in 2016. | Afrikaans FAL L3 Paper 1<br>English FAL L3 Paper 1<br>Life Orientation L2 Paper 1<br>Mathematical Literacy L2 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2<br>Mathematics L3 Paper 1<br>Physical Science L3 Paper 1 |
| | There was no evidence that marking guideline discussions had been held in four subjects (38%). | English FAL L2 Paper 1<br>Fitting and Turning L3<br>Life Orientation L2 Paper 2<br>Life Orientation L3 Paper 1 and 2 |
| **Marking guideline changes** | No changes were made to the official marking guidelines distributed by the DHET during the marking process in 46% of the subjects. | English FAL L3 Paper 1<br>Fitting and Turning L3<br>Life Orientation L2 Paper 2<br>Life Orientation L3 Paper 1 and 2<br>Mathematical Literacy L2 Paper 1 |
| | Changes were made to the official marking guidelines distributed by the DHET during the marking process in 54% of the question papers. This was the same percentage as in the 2016 examination. | Afrikaans FAL L3 Paper 1<br>English FAL L2 Paper 1<br>Life Orientation L2 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2<br>Mathematics L3 Paper 1<br>Physical Science L3 Paper 1 |
| **Adherence to marking guidelines** | In 69% of the subjects, there was strict adherence to the marking guidelines. This was an improvement on the 54% in 2016. | English FAL L2 Paper 1<br>English FAL L3 Paper 1<br>Fitting and Turning L3<br>Life Orientation L3 Paper 1 and 2<br>Mathematical Literacy L2 Paper 1<br>Mathematics L2 Paper 2<br>Mathematics L3 Paper 1<br>Physical Science L3 Paper 1 |
| | There was average to poor adherence to the marking | Afrikaans FAL L3 Paper 1<br>Life Orientation L2 Paper 1and 2<br>Mathematical Literacy L3 Paper 2 |

| Criteria | Findings | Subject |
|---|---|---|
| | guidelines in 31% of the question papers. | |
| **Marking procedure** | The correct marking procedures were followed in terms of answer duplication.<br><br>Where candidates provided the same answers for two questions, a line was drawn through the second to indicate a repeated answer. | Afrikaans FAL L3 Paper 1<br>Mathematical Literacy L3 Paper 2<br><br>Life Orientation L3 Paper 2 |
| | The incorrect procedure was followed where a candidate duplicated a question at one centre. Both answers instead of only the first one were marked. | Mathematical Literacy L2 Paper 1 |
| **Standard of marking** | The standard of marking was judged as good in 54% of the subjects. This is an improvement on the 46% in the 2016 examination. | English FAL L2 Paper 1<br>English FAL L3 Paper 1<br>Fitting and Turning L3<br>Life Orientation L3 Paper 2<br>Mathematical Literacy L2 Paper 1<br>Mathematics L3 Paper 1<br>Physical Science L3 Paper 1 |
| | The standard of marking was judged as average to poor in 46% of the subjects. This is a decrease from 54% in 2016. | Afrikaans FAL L3 Paper 1<br>Life Orientation L2 Paper 1 and 2<br>Life Orientation L3 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2 |
| | Markers at several centres marked leniently. It was doubtful whether they had interpreted the questions and marking guidelines correctly. | Afrikaans FAL L3 Paper 1 |
| | One centre was too lenient when it came to technical terminology. Some markers accepted answers that were very vague, even though this subject did not lend itself to subjectivity. In one centre, the calculation of mark totals was incorrect. | Fitting and Turning L3 |
| | The moderator had the impression that the majority of markers did not understand the questions or the answers provided in the marking guidelines. Marks were allocated to incorrect answers. Lenient and incorrect marking was apparent as students were awarded full marks even though the entire answer had not been provided. | Life Orientation L2 Paper 1 |
| | It appeared that a marker at one centre was trying too hard to understand what the candidate had written. At other centres, markers awarded overly generous marks. | Life Orientation L3 Paper 1 |
| | Errors included marks omitted for steps and marks awarded to incorrect answers. | Mathematical Literacy Level 2 Paper 1 |
| | The inconsistent award of marks and an inability to interpret questions and candidates' | Mathematical Literacy Level 2 Paper 2 |

| Criteria | Findings | Subject |
|---|---|---|
| **Standard of marking** | responses were evident. Markers awarded marks inconsistently and incorrectly. | |
| | Marking was overly lenient and marks were not deducted where necessary. | Mathematics L2 Paper 2 |
| **Administration: mark indication** | The prescribed procedure for the indication of marks was followed for 85% of the question papers. | English FAL L2 Paper 1<br>English FAL L3 Paper 1<br>Fitting and Turning L3<br>Life Orientation L2 Paper 2<br>Life Orientation L3 Paper 1 and 2<br>Mathematical Literacy L2 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2<br>Mathematics L3 Paper 1<br>Physical Science L3 Paper 1 |
| | The prescribed procedure was not followed for 15% of the question papers. | Afrikaans FAL L3 Paper 1<br>Life Orientation L2 Paper 1 |
| **Administration: indication of errors** | Errors were clearly indicated on 38% of the question papers. | English FAL L2 Paper 1<br>English FAL L3 Paper 1<br>Life Orientation L3 Paper 2<br>Mathematical Literacy L2 Paper 1<br>Physical Science L3 Paper 1 |
| | Mistakes were not clearly indicated on 62% of the question papers. | Afrikaans FAL L3 Paper 1<br>Fitting and Turning L3<br>Life Orientation L2 Paper 1 and 2<br>Life Orientation L3 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2<br>Mathematics L3 Paper 1 |
| | Markers at some centres indicated errors clearly, while markers at others centres did not. The latter left errors unmarked. | Afrikaans FAL L3 Paper 1<br>Life Orientation L2 Paper 1 |
| **Administration: transfer of marks** | Marks were transferred correctly to the cover page and mark sheet in 85% of the subjects. | English FAL L2 Paper 1<br>English FAL L3 Paper 1<br>Fitting and Turning L3<br>Life Orientation L2 Paper 2<br>Life Orientation L3 Paper 1 and 2<br>Mathematical Literacy L2 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2<br>Mathematics L3 Paper 1<br>Physical Science L3 Paper 1 |
| | Marks were not always transferred correctly to the cover page and mark sheet in 15% of the question papers. | Afrikaans FAL L3 Paper 1<br>Life Orientation L2 Paper 1 |
| **Administration: mark sheet completion** | Mark sheets were completed correctly in 77% of the question papers. Correct completion entails no correcting fluid, all marks indicated as two digits, no blank spaces, IRR indicated to left of candidate number in case of irregularities, and the name of the marker written on the mark sheet. | Afrikaans FAL L3 Paper 1<br>English FAL L2 Paper 1<br>English FAL L3 Paper 1<br>Fitting and Turning L3<br>Life Orientation L3 Paper 1 and 2<br>Mathematical Literacy L2 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2<br>Physical Science L3 Paper 1 |
| | Mark sheets were sometimes completed incorrectly in 23% of the question papers. | Life Orientation L2 Paper 1 and 2<br>Mathematics L3 Paper 1 |

| Criteria | Findings | Subject |
|---|---|---|
| **Control: marker identification** | Markers' names were clearly indicated on the cover pages of the scripts in 38% of the question papers. This is a lower percentage than the 46% of 2016. | Afrikaans FAL L3 Paper 1<br>English FAL L2 Paper 1<br>English FAL L3 Paper 1<br>Life Orientation L3 Paper 1 and 2 |
| | Markers' names were not clearly indicated on the cover pages of the scripts in 62% of the question papers. | Fitting and Turning L3<br>Life Orientation L2 Paper 1 and 2<br>Mathematical Literacy L2 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2<br>Mathematics L3 Paper 1<br>Physical Science L3 Paper 1 |
| | At one centre, both markers provided only their signatures. | Afrikaans FAL L3 Paper 1 |
| **Internal moderation** | Internal moderation of all question papers was conducted at all marking centres. This good practice also occurred in 2016. | Afrikaans FAL L3 Paper 1<br>English FAL L2 Paper 1<br>English FAL L3 Paper 1<br>Fitting and Turning L3<br>Life Orientation L2 Paper 1 and 2<br>Life Orientation L3 Paper 1and 2<br>Mathematical Literacy L2 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2<br>Mathematics L3 Paper 1<br>Physical Science L3 Paper 1 |
| | Scripts across the performance range of candidates were moderated in 92% of the question papers. | Afrikaans FAL L3 Paper 1<br>English FAL L2 Paper 1<br>English FAL L3 Paper 1<br>Fitting and Turning L3<br>Life Orientation L2 Paper 1<br>Life Orientation L3 Paper 1 and 2<br>Mathematical Literacy L2 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2<br>Mathematics L3 Paper 1<br>Physical Science L3 Paper 1 |
| | Scripts across the performance range of candidates were not moderated in 8% of the subjects. | Life Orientation L2 Paper 2 |
| | The required number of scripts (10%) was moderated in 67% of the subjects. | Afrikaans FAL L3 Paper 1<br>Fitting and Turning L3<br>Life Orientation L2 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L3 Paper 1 |
| | Whole script moderation was conducted in 92% of the question papers. | Afrikaans FAL L3 Paper 1<br>English FAL L2 Paper 1<br>Fitting and Turning L3<br>Life Orientation L2 Paper 1 and 2<br>Life Orientation L3 Paper 1 and 2<br>Mathematical Literacy L2 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2<br>Mathematics L3 Paper 1<br>Physical Science L3 Paper 1 |
| | The name of the internal moderator was clearly indicated on most of the moderated scripts in 67% of the question papers. This is a significant increase on 46% in 2016. | Afrikaans FAL L3 Paper 1<br>English FAL L2 Paper 1<br>English FAL L3 Paper 1<br>Fitting and Turning L3<br>Life Orientation L3 Paper 1 and 2<br>Mathematics L2 Paper 2<br>Mathematics L3 Paper 1 |

| Criteria | Findings | Subject |
|---|---|---|
| **Internal moderation** | The name of the internal moderator was not clearly indicated on the moderated scripts in 33% of the question papers. | Life Orientation L2 Paper 1 and 2<br>Mathematical Literacy L2 Paper 1<br>Mathematical Literacy L3 Paper 2 |
| | However, at one centre, there was no name, initial or signature on the scripts that had been moderated. | Afrikaans FAL L3 Paper 1 |
| | The standard of internal moderation was rated as good in 42% of the question papers. This is significantly higher than the 15% in 2016. | Afrikaans FAL L3 Paper 1<br>English FAL L2 Paper 1<br>English FAL L3 Paper 1<br>Fitting and Turning L3<br>Mathematics L3 Paper 1 |
| | The standard of internal moderation was rated as average in 58% of the question papers. This is a significant decrease on 85% in 2016. | Life Orientation L2 Paper 1<br>Life Orientation L3 Paper 1 and 2<br>Mathematical Literacy L2 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2<br>Physical Science L3 Paper 1 |
| | There was evidence of shadow moderation in 54% of the question papers as listed, a significant increase on the 23% in 2016. | Fitting and Turning L3<br>Life Orientation L2 Paper 1 and 2<br>Life Orientation L3 Paper 2<br>Mathematical Literacy L2 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2 |
| **Candidates' response** | The candidates performed as predicted, finding the lower order questions uncomplicated and the higher order questions more challenging in 92% of the question papers. | Afrikaans FAL L3 Paper 1<br>English FAL L2 Paper 1<br>English FAL L3 Paper 1<br>Fitting and Turning L3<br>Life Orientation L2 Paper 1 and 2<br>Life Orientation L3 Paper 2<br>Mathematical Literacy L2 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2<br>Mathematics L3 Paper 1<br>Physical Science L3 Paper 1 |
| | However, in the case of 8% of the question papers, candidates did not perform as predicted. | Life Orientation L3 Paper 1 |
| | Candidates found the question paper difficult in one subject. | Life Orientation L2 Paper 1 |
| | Candidates found the question paper fair in 92% of the subjects. This is a significant increase on the 77% in 2016. | Afrikaans FAL L3 Paper 1<br>English FAL L2 Paper 1<br>English FAL L3 Paper 1<br>Fitting and Turning L3<br>Life Orientation L2 Paper 2<br>Life Orientation L3 Paper 1 and 2<br>Mathematical Literacy L2 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2<br>Mathematics L3 Paper 1<br>Physical Science L3 Paper 1 |
| | The question paper was fair. However, it seemed some colleges did not complete the syllabus as candidates misunderstood some concepts, such as human trafficking; some candidates interpreted this to mean vehicles. | Life Orientation L3 Paper 1 |
| **Prevention and handling of irregularities** | No irregularities were reported in the majority of question papers (85%) by the time of the external | Afrikaans FAL L3 Paper 1<br>English FAL L2 Paper 1<br>English FAL L3 Paper 1 |

| Criteria | Findings | Subject |
|---|---|---|
| **Prevention and handling of irregularities** | moderation. This is a significant increase on the 69% of question papers with no irregularities in 2016. | Fitting and Turning L3<br>Life Orientation L2 Paper 2<br>Life Orientation L3 Paper 1 and 2<br>Mathematical Literacy L2 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2<br>Mathematics L3 Paper 1 |
| | Irregularities were evident in 15% of the question papers by the time of the verification by Umalusi. This is a significant decrease compared to the 31% in 2016. | Life Orientation L2 Paper 1<br>Physical Science L3 Paper 1 |
| | One of the centres did not include absentee forms for candidates who did not write the examination. | Life Orientation L2 Paper 1 |
| | Answer books were not stamped at some centres. | Physical Science L3 Paper 1 |
| **Reports** | Qualitative reports were prepared in 58% of the question papers. This was a substantial improvement on the 23% in 2016. However, the quality of these reports varied. | Afrikaans FAL L3 Paper 1<br>English FAL L2 Paper 1<br>English FAL L3 Paper 1<br>Fitting and Turning L3<br>Life Orientation L2 Paper 2<br>Life Orientation L3 Paper 1 and 2 |
| | There was no evidence of qualitative reports in 42% of the question papers by the time of the verification. | Mathematical Literacy L2 Paper 1<br>Mathematical Literacy L3 Paper 2<br>Mathematics L2 Paper 2<br>Mathematics L3 Paper 1<br>Physical Science L3 Paper 1 |
| | Even though the report instrument allows for qualitative reporting, internal moderators merely ticked 'Yes' or 'No' (checklist) without making comments or providing reasons for their rating. | Mathematics L3 Paper 1 |
| **General concerns** | It was disappointing to see that many of the markers ignored the instructions in the marking guidelines. These instructions were provided to ensure consistency and standardisation of marking at all centres. | Life Orientation Level 2 Paper 1 |
| | The lack of policy from the DHET on correct marking techniques prevented standardised marking across all centres. | Life Orientation Level 2 Paper 2 |

### 6.3.2 NC(V) Level 4

The findings of the verification of marking process are summarised in Table 6H. These findings were analysed and collated from the moderation of 70 questions papers at seven marking centres. Where the same question paper was verified at different marking centres, the name of the marking centre is included to differentiate the results obtained for the same question paper at different marking centres.

**Table 6H: NC(V) Level 4 Findings of verification of marking**

| Criteria | Findings | Subjects |
|---|---|---|
| **Script reception** | All scripts were received at the marking centre for 78% of the question paper at the time of verification. This is less than the 88% received in 2016. | |
| | Scripts were still outstanding at the time of verification in the question papers listed (22%). | Applied Policing L4<br>Business Practice L4<br>Computer Programming L4 Paper 2<br>Data Communication and Networking L4<br>Electrical Principles and Practice L4<br>Electronic Control and Digital Electronics L4<br>Engineering Processes L4<br>Financial Management L4<br>Food Preparation L4<br>Governance L4<br>Mathematical Literacy L4 Paper 1, Springs<br>Mathematics L4 Paper 1, East London<br>Multimedia Service L4<br>Office Data Processing L4<br>Project Management L4<br>Systems Analysis and Design L4 |
| **Marking guideline changes** | Changes were made to marking guidelines at the marking guideline discussions in 87% of the subjects and papers. This is a slightly higher percentage than the 84% in 2016. | Advanced Plant Production L4<br>Advertising and Promotions L4<br>Afrikaans FAL L4 Paper 2<br>Animal Production L4<br>Applied Accounting L4 Paper 2<br>Applied Policing L4<br>Art and Science of Teaching L4<br>Automotive Repair and Maintenance L4<br>Business Practice L4<br>Client Services and Human Relations L4<br>Computer Programming L4 Paper 2<br>Construction Planning L4<br>Construction Supervision L4<br>Consumer Behaviour L4<br>Data Communication and Networking L4<br>Early Childhood Development L4<br>Economic Environment L4<br>Electrical Principles and Practice L4<br>Electrical Systems and Construction L4<br>Electrical Workmanship L4<br>Electronic Control and Digital Electronics L4<br>Electrotechnology L4<br>Engineering Fabrication – Boiler Making L4<br>Engineering Processes L4<br>English FAL L4 Paper 1 and 2, Bloemfontein<br>English FAL L4 Paper 2, Springs<br>Financial Management L4<br>Food Preparation L4<br>Governance L4<br>Hospitality Generics L4<br>Hospitality Services L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Marking guideline changes** | | Human and Social Development L4<br>Law Procedures and Evidence L4<br>Learning Psychology L4<br>Life Orientation L4 Paper 1, East London<br>Life Orientation L4 Paper 1, Springs<br>Life Orientation L4 Paper 2, East London<br>Life Orientation L4 Paper 2, Springs<br>Management Practice L4<br>Marketing L4<br>Marketing Communication L4<br>Materials L4<br>Mathematics L4 Paper 1, East London<br>Mechatronic Systems L4<br>Multimedia Service L4<br>New Venture Creation L4<br>Office Data Processing L4<br>Office Practice L4<br>Operations Management L4<br>Personal Assistance L4<br>Physical Science L4 Paper 1<br>Process Control L4<br>Process Technology L4<br>Professional Engineering Practice L4<br>Science of Tourism L4<br>Sustainable Tourism in SA and International Travel L4<br>Systems Analysis and Design L4<br>The Human Body and Mind L4<br>Tourism Operations L4<br>Transport Economics L4<br>Transport Operations L4<br>Welding L4 |
| | No changes were made to the marking guidelines at the marking guideline discussions (13%). | Contact Centre Operations L4<br>Freight Logistics L4<br>Mathematical Literacy L4 Paper 1, East London<br>Mathematical Literacy L4 Paper 1, Springs<br>Mathematics L4 Paper 2, Springs<br>Renewable Energy Technologies L4<br>Roads L4<br>Stored Programme Systems L4<br>The South African Health Care System L4 |
| | Some of the changes were made to correct errors in the question paper/marking guidelines to prevent students from being disadvantaged: | |
| | A question had been repeated and a concession was granted. | Applied Accounting L4 Paper 2 |
| | The question was set in such a way that the answer could have been either true or false. Hence, either of the two answer options was accepted during marking so as to not disadvantage students. | Applied Policing L4 |
| | A concession of eight marks was agreed upon; the paper was | English FAL L4 Paper 1 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Marking guideline changes** | marked out of 172 which was then converted to a percentage. This arrangement was made as some questions did not ask for supporting evidence, and because of the use of 'homonym' instead of 'homophone' in one question, which rendered the question incorrect. A further error was corrected: the answer should have been 'ethos', not 'pathos', as has been indicated in the marking guidelines. An addition was made, but in re-typing the marking guideline the sentences became jumbled. | |
| | In some instances, errors were made when sending question papers/marking guidelines: | |
| | The wrong student data files were sent to colleges for use in the examination. This necessitated the exclusion of an entire question worth 25 marks; the paper was marked out of a total of 75 marks. A different version of the marking guidelines to the one that had been externally moderated was forwarded to the marking centre. | Computer Programming L4 Paper 2 |
| | The marking centre received the pre-moderated (incorrect) version of the marking guidelines, which was short of 30 marks. Changes were made to the entire marking guideline to ensure alignment. | Office Data Processing L4 |
| | The quality of the reproduction of the three-page data sheet was unsatisfactory. The recommended change by Umalusi was not made to the final question paper; consequently, candidates had to contend with a poorly reproduced data sheet. | Physical Science L4 Paper 1 |
| | In the majority of the question papers (92%), changes did not affect the standard of the question paper. | |
| | In a few question papers (8%), the standard of the question paper was lowered as a result of the changes. | Applied Accounting L4 Paper 2<br>Life Orientation L4 Paper 1, East London<br>Life Orientation L4 Paper 1, Springs<br>New Venture Creation L4<br>Transport Economics L4 |
| | Incorrect answers were added to marking guidelines at some centres. | Life Orientation L4 Paper 1, East London<br>Life Orientation L4 Paper 1, Springs |
| | The team responsible for the standardisation of the marking guidelines added irrelevant answers, which resulted in an | New Venture Creation L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Marking guideline changes** | additional four marks credited to some candidates. | |
| | The marker and the internal moderator decided to allocate free marks to a question that they believed was unfair as the topic had not been fully explained in the textbook. Both additions/changes were inappropriate, and neither were reported to the DHET/marking centre manager. | Transport Economics L4 |
| | In one question paper, the adjustments disadvantaged candidates. An additional clarification, severely disadvantaging candidates who used the wrong computer program to answer the question, was provided in which markers were incorrectly instructed to not mark three questions. This was an unsolicited amendment made to already signed-off marking guidelines. | Life Orientation L4 Paper 2, Asherville/Springs |
| | In 83% of the question papers, no additions were made to the marking guidelines during marking. However, in the question papers listed (17%), additions were made to the marking guidelines during the marking process. The majority of the changes comprised alternative answers. In 2016, only 69% of subjects made no changes during marking; 31% made changes during marking. | Automotive Repair and Maintenance L4<br>Client Services and Human Relations L4<br>Computer Programming L4 Paper 2<br>Food Preparation L4<br>Learning Psychology L4<br>New Venture Creation L4<br>Office Practice L4<br>Operations Management L4<br>Personal Assistance L4<br>Physical Science L4 Paper 1<br>Science of Tourism L4<br>Transport Economics L4 |
| **Communication across marking centres** | There appeared to be effective communication processes in place to ensure consistent marking across marking centres in some subjects where subjects were marked at more than one marking centre. | Professional Engineering Practice L4<br>New Venture Creation L4<br>Mathematical Literacy L4 Paper 1 |
| | However, processes regarding sharing were not followed in all instances and Umalusi was unable to verify whether all marking centres involved had shared the guidelines. Chief markers were not informed of how many other marking centres were in operation in some instances. This resulted in different marking guidelines used at the different marking centres and this inconsistency may have disadvantaged candidates. | Client Services and Human Relations L4<br>Life Orientation L4 Paper 1 and 2<br>Office Practice L4<br>Office Data Processing L4 |
| **Training for the marking process** | Training of markers was conducted in 78% of the subjects. The training varied from attending a briefing session, sample marking and/or being briefed by the chief | |

| Criteria | Findings | Subjects |
|---|---|---|
| **Training for the marking process** | marker/internal moderator. This is an increase from 2016 when training was only conducted in 69% of the subjects. | |
| | There was no training of markers in the question papers listed (21%). | Applied Policing L4<br>Construction Planning L4<br>Construction Supervision L4<br>Early Childhood Development L4<br>Electrotechnology L4<br>Freight Logistics L4<br>Governance L4<br>Learning Psychology L4<br>Life Orientation L4 Paper 2, East London<br>Materials L4<br>Office Practice L4<br>Physical Science L4 Paper 1<br>Process Control L4<br>Renewable Energy Technologies L4<br>Science of Tourism L4<br>Sustainable Tourism in SA and International Travel L4 |
| **Marking procedure** | The requirement of question by question marking, where one question in a batch is marked at a time, was followed in 64% of the question papers. This is 6% fewer than the 70% in 2016.<br>Chief markers and internal moderators marked whole scripts. | |
| | The whole script was marked by markers of question papers with low enrolments. Only one or two markers were appointed for these question papers (24%). This is similar to the findings of 2016, where 26% of the question papers used a whole script approach. | Afrikaans FAL L4 Paper 2<br>Applied Policing L4<br>Freight Logistics L4<br>Governance L4<br>Law Procedures and Evidence L4<br>Mechatronic Systems L4<br>Multimedia Service L4<br>Process Control L4<br>Renewable Energy Technologies L4<br>Roads L4<br>Stored Programme Systems L4<br>Sustainable Tourism in SA and International Travel L4<br>The South African Health Care System L4<br>Transport Economics L4<br>Transport Operations L4<br>Welding L4 |
| | Markers however marked one question at a time when the procedure was whole script marking for some of the subjects. | Art and Science of Teaching L4<br>Mechatronic Systems L4<br>Multimedia Service L4<br>Process Control L4<br>Transport Economics L4<br>Stored Programme Systems L4<br>The South African Health Care System L4 |
| | Both whole script marking and question by question marking was applied in 13% of the question papers. | Applied Accounting L4 Paper 2<br>Construction Planning L4<br>Construction Supervision L4<br>Human and Social Development L4<br>Management Practice L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Marking procedure** | | Process Control L4<br>Science of Tourism L4<br>The South African Health Care System L4 |
| **Adherence to marking guidelines** | In 66% of question papers, there was strict adherence to the marking guidelines. This is 13% less than the 79% in 2016. | Advanced Plant Production L4<br>Advertising and Promotions L4<br>Afrikaans FAL L4 Paper 2<br>Applied Policing L4<br>Art and Science of Teaching L4<br>Automotive Repair and Maintenance L4<br>Business Practice L4<br>Client Services and Human Relations L4<br>Construction Planning L4<br>Construction Supervision L4<br>Consumer Behaviour L4<br>Contact Centre Operations L4<br>Data Communication and Networking L4<br>Economic Environment L4<br>Electrical Systems and Construction L4<br>Electrical Workmanship L4<br>Engineering Fabrication – Boiler Making L4<br>Engineering Processes L4<br>Financial Management L4<br>Governance L4<br>Human and Social Development L4<br>Law Procedures and Evidence L4<br>Learning Psychology L4<br>Life Orientation L4 Paper 1 and 2, East London<br>Life Orientation L4 Paper 2, Springs<br>Management Practice L4<br>Mathematical Literacy L4 Paper 1, East London<br>Mathematical Literacy L4 Paper 1, Springs<br>Mathematics L4 Paper 1<br>Mathematics L4 Paper 2, Springs<br>Mechatronic Systems L4<br>Operations Management L4<br>Physical Science L4 Paper 1<br>Process Control L4<br>Process Technology L4<br>Project Management L4<br>Renewable Energy Technologies L4<br>Roads L4<br>Stored Programme Systems L4<br>Sustainable Tourism in SA and International Travel L4<br>Systems Analysis and Design L4<br>The Human Body and Mind L4<br>The South African Health Care System L4<br>Tourism Operations L4<br>Transport Economics L4<br>Transport Operations L4<br>Welding L4 |
| | There was average adherence to the marking guidelines in the marking of listed question papers | Animal Production L4<br>Applied Accounting L4 Paper 2<br>Computer Programming L4 Paper 2 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Adherence to marking guidelines** | (33%). This is more than the 21% of 2016. | Electrical Principles and Practice L4<br>Electronic Control and Digital Electronics L4<br>Electrotechnology L4<br>English FAL L4 Paper 1<br>English FAL L4 Paper 2, Bloemfontein<br>English FAL L4 Paper 2, Springs<br>Freight Logistics L4<br>Hospitality Generics L4<br>Hospitality Services L4<br>Life Orientation L4 Paper 1, Springs<br>Marketing L4<br>Marketing Communication L4<br>Materials L4<br>Multimedia Service L4<br>New Venture Creation L4<br>Office Data Processing L4<br>Office Practice L4<br>Personal Assistance L4<br>Professional Engineering Practice L4<br>Science of Tourism L4 |
| | There was poor adherence to marking guidelines in one subject. | Early Childhood Development L4 |
| | There was a combination of strict, average and poor adherence to the marking guidelines in one subject. | Food Preparation L4 |
| **Standard of marking** | The standard of marking was rated as good in 67% of the question papers. Where marking was good, there was only a slight difference in mark allocation between the marker and moderator. The marker was able to interpret questions and give credit for correct answers, and to allocate marks in a consistent way. In 2016, the marking standard was rated as good in 69% of subjects. | Advanced Plant Production L4<br>Advertising and Promotions L4<br>Afrikaans FAL L4 Paper 2<br>Applied Policing L4<br>Business Practice L4<br>Client Services and Human Relations L4<br>Computer Programming L4 Paper 2<br>Construction Planning L4<br>Construction Supervision L4<br>Consumer Behaviour L4<br>Contact Centre Operations L4<br>Data Communication and Networking L4<br>Economic Environment L4<br>Electrical Principles and Practice L4<br>Electrical Systems and Construction L4<br>Electrical Workmanship L4<br>Engineering Fabrication – Boiler Making L4<br>Financial Management L4<br>Freight Logistics L4<br>Governance L4<br>Human and Social Development L4<br>Law Procedures and Evidence L4<br>Learning Psychology L4<br>Life Orientation L4 Paper 1 and 2, East London<br>Life Orientation L4 Paper 2, Springs<br>Management Practice L4<br>Marketing L4<br>Mathematical Literacy L4 Paper 1, East London<br>Mathematical Literacy L4 Paper 1, Springs |

| Criteria | Findings | Subjects |
|---|---|---|
| **Standard of marking** | | Mathematics L4 Paper 1, East London<br>Mathematics L4 Paper 2, Springs<br>Mechatronic Systems L4<br>Office Practice L4<br>Operations Management L4<br>Physical Science L4 Paper 1<br>Process Control L4<br>Process Technology L4<br>Project Management L4<br>Renewable Energy Technologies L4<br>Roads L4<br>Stored Programme Systems L4<br>Sustainable Tourism in SA and International Travel L4<br>Systems Analysis and Design L4<br>The Human Body and Mind L4<br>The South African Health Care System L4<br>Transport Economics L4<br>Transport Operations L4<br>Welding L4 |
| | The standard of marking was rated as average to poor in 33% of the question papers. In 2016, the rating was slightly lower at 29%.<br>Marking was rated as average as a result of inaccuracies and/or substantial differences between marks allocated by the marker/internal moderator and external moderator, where marks were not allocated according to the marking guidelines, and where incorrect answers were marked correct or vice versa. | Animal Production L4<br>Applied Accounting L4 Paper 2<br>Art and Science of Teaching L4<br>Automotive Repair and Maintenance L4<br>Early Childhood Development L4<br>Electronic Control and Digital Electronics L4<br>Electrotechnology L4<br>Engineering Processes L4<br>English FAL L4 Paper 1<br>English FAL L4 Paper 2, Bloemfontein<br>English FAL L4 Paper 2, Springs<br>Food Preparation L4<br>Hospitality Generics L4<br>Hospitality Services L4<br>Life Orientation L4 Paper 1, Springs<br>Marketing Communication L4<br>Materials L4<br>Multimedia Service L4<br>New Venture Creation L4<br>Office Data Processing L4<br>Personal Assistance L4<br>Professional Engineering Practice L4<br>Science of Tourism L4<br>Tourism Operations L4 |
| | The marking team was one marker short. Most of the marking errors identified during the verification process were in one question because too many scripts (350+ scripts) left markers with an additional question to mark. They struggled to cope with this burden. No actions were taken to appoint the necessary marker. | Tourism Operations L4 |
| | Consistency in marking was not maintained as some candidates' answers were marked correct when others who gave the same answer | Multimedia Service L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Standard of marking** | were marked incorrect. Markers could not interpret questions that were not reflected in the marking guidelines, for instance when candidates explained concepts in their own words. Marks were therefore deducted unfairly. | |
| | The chief marker was not satisfied as markers did not meet the criteria of qualifications and teaching experience in the subject. | Learning Psychology L4 |
| | Markers, chief markers and/or internal moderators who had proved to be unsatisfactory in the previous marking session were included in the current marking session in the listed question papers (6%). | English FAL L4 Paper 1<br>Materials L4<br>Mathematical Literacy L4 Paper 1, Springs |
| **Administration** | The overall administration of the marking process was rated as compliant in 89% of the question papers, a significant improvement on rating of 76% obtained in 2016. | |
| **Administration: mark allocation** | The prescribed procedure for allocation of marks was followed in 95% of the subjects. | |
| | In the listed question papers, the prescribed procedure was not followed (5%). | Applied Accounting L4 Paper 2<br>Food Preparation L4<br>Hospitality Generics L4<br>Roads L4 |
| **Administration: mark indication** | Marks were indicated per question in 93% of subjects. | |
| | Marks were not indicated per question in 7% of subjects. | Hospitality Generics L4<br>Hospitality Services L4<br>Marketing Communication L4<br>Science of Tourism L4 |
| **Administration: indication of errors** | Errors were clearly indicated in 79% of the question papers. | |
| | Mistakes were not clearly indicated in 21% of the question papers. | Animal Production L4<br>Applied Accounting L4 Paper 2<br>Contact Centre Operations L4<br>English FAL L4 Paper 1<br>English FAL L4 Paper 2, Bloemfontein<br>English FAL L4 Paper 2, Springs<br>Financial Management L4<br>Food Preparation L4<br>Freight Logistics L4<br>Life Orientation L4 Paper 1, Springs<br>Marketing Communication L4<br>Mathematical Literacy L4 Paper 1, Springs<br>Multimedia Service L4<br>Physical Science L4 P1<br>Science of Tourism L4 |
| **Administration: transfer of marks** | Marks were transferred correctly to the cover page and mark sheet in 92% of the question papers. | |
| | Marks were not transferred correctly to the cover page and mark sheet in 8% of subjects. | Business Practice L4<br>Engineering Processes L4<br>Freight Logistics L4<br>Hospitality Generics L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| | | Marketing Communication L4<br>Science of Tourism L4 |
| **Administration: completion of mark sheets** | Mark sheets were completed correctly in 90% of the subjects. Correct completion requires no correcting fluid, all marks indicated as two digits, no blank spaces, IRR indicated to left of candidate number for an irregularity, and the name and signature of the examination assistant and chief marker inserted on completed mark sheet. | |
| | Mark sheets were completed incorrectly in 10% of the question papers. | Automotive Repair and Maintenance L4<br>Computer Programming L4 Paper 2<br>Electrotechnology L4<br>Food Preparation L4<br>Freight Logistics L4<br>Multimedia Service L4<br>Professional Engineering Practice L4 |
| **Administration: note-keeping** | Notes were kept throughout the marking period to facilitate report writing in 82% of the question papers. This is an improvement on the 78% of 2016. | |
| | Notes were not kept throughout the marking period to facilitate report writing in 18% of the question papers. | Advanced Plant Production L4<br>Animal Production L4<br>Applied Accounting L4 Paper 2<br>Freight Logistics L4<br>Management Practice L4<br>Multimedia Service L4<br>New Venture Creation L4<br>Operations Management L4<br>Process Control L4<br>Professional Engineering Practice L4<br>Sustainable Tourism in SA and International Travel L4<br>Systems Analysis and Design L4<br>Welding L4 |
| **Control: marker identification** | Markers indicated their codes or initials in red ink next to the question marked on the script cover page in 92% of the question papers. This is an improvement on the 88% of 2016. | |
| | Markers did not indicate their codes or initials in red ink next to the question marked on the script cover page in 8% of the question papers. | Freight Logistics L4<br>Governance L4<br>Hospitality Services L4<br>Human and Social Development L4<br>Life Orientation L4 Paper 1, Springs<br>Process Control L4 |
| **Control: internal moderator identification** | The name of the internal moderator was clearly indicated on the scripts in 85% of the question papers. This is same as in 2016. | |
| | The name of the internal moderator was not clearly indicated on the scripts in 15% of the question papers. | Advertising and Promotions L4<br>Animal Production L4<br>Applied Policing L4<br>Early Childhood Development L4<br>Freight Logistics L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Control: internal moderator identification** | | Governance L4<br>Hospitality Generics L4<br>Life Orientation L4 Paper 2, Springs<br>Multimedia Service L4<br>Process Control L4<br>Process Technology L4 |
| | No internal moderator was appointed. | Roads L4 |
| | Instead of the name, the internal moderator had added his/her signature to the scripts. | Applied Policing L4<br>Governance L4 |
| **Internal moderation** | There was evidence of internal moderation of scripts throughout the marking process in 90% of the question papers. | |
| | There was no evidence of moderation of scripts throughout the marking process in 10% of the question papers. | Applied Accounting L4 Paper 2<br>Client Services and Human Relations L4<br>Human and Social Development L4<br>Multimedia Service L4<br>Process Control L4<br>Process Technology L4<br>Welding L4 |
| | Scripts for 74% of the papers from all the examination centres were moderated. This is a significant improvement on the 54% of 2016. | Advanced Plant Production L4<br>Advertising and Promotions L4<br>Animal Production L4<br>Applied Policing L4<br>Art and Science of Teaching L4<br>Automotive Repair and Maintenance L4<br>Client Services and Human Relations L4<br>Consumer Behaviour L4<br>Early Childhood Development L4<br>Economic Environment L4<br>Electrical Systems and Construction L4<br>Electrotechnology L4<br>Engineering Fabrication – Boiler Making L4<br>Engineering Processes L4<br>English FAL L4 Paper 1<br>English FAL L4 Paper 2, Bloemfontein<br>English FAL L4 Paper 2, Springs<br>Financial Management L4<br>Food Preparation L4<br>Governance L4<br>Hospitality Generics L4<br>Hospitality Services L4<br>Human and Social Development L4<br>Law Procedures and Evidence L4<br>Learning Psychology L4<br>Life Orientation L4 Paper 1, East London<br>Life Orientation L4 Paper 1, Springs<br>Life Orientation L4 Paper 2, East London<br>Life Orientation L4 Paper 2, Springs<br>Management Practice L4<br>Marketing L4<br>Marketing Communication L4<br>Materials L4<br>Mathematics L4 Paper 1, East London<br>Mechatronic Systems L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Internal moderation** | | Multimedia Service L4<br>New Venture Creation L4<br>Office Data Processing L4<br>Office Practice L4<br>Operations Management L4<br>Personal Assistance L4<br>Physical Science L4 Paper 1<br>Process Control L4<br>Process Technology L4<br>Professional Engineering Practice L4<br>Science of Tourism L4<br>Sustainable Tourism in SA and International Travel L4<br>Systems Analysis and Design L4<br>The Human Body and Mind L4<br>The South African Health Care System L4<br>Transport Economics L4<br>Transport Operations L4 |
| | No scripts from some of the examination centres were moderated in 26% of the question papers. | Afrikaans FAL L4 Paper 2<br>Applied Accounting L4 Paper 2<br>Computer Programming L4 Paper 2<br>Construction Planning L4<br>Construction Supervision L4<br>Contact Centre Operations L4<br>Data Communication and Networking L4<br>Electrical Principles and Practice L4<br>Electronic Control and Digital Electronics L4<br>Human and Social Development L4<br>Multimedia Service L4<br>New Venture Creation L4<br>Process Technology L4<br>Professional Engineering Practice L4<br>Science of Tourism L4<br>Sustainable Tourism in SA and International Travel L4<br>Tourism Operations L4<br>Welding L4 |
| | Whole script moderation occurred in 98% of scripts from question papers that were moderated. This is an improvement on the 90% of 2016. | |
| | Only certain questions were moderated from one subject. | Advanced Plant Production L4 |
| | The standard of internal moderation was rated as good in 68% of the question papers. This is slightly higher than the 65% of 2016. | Advanced Plant Production L4<br>Advertising and Promotions L4<br>Afrikaans FAL L4 Paper 2<br>Applied Policing L4<br>Business Practice L4<br>Computer Programming L4 Paper 2<br>Construction Planning L4<br>Construction Supervision L4<br>Consumer Behaviour L4<br>Data Communication and Networking L4<br>Economic Environment L4<br>Electrical Principles and Practice L4<br>Electrical Systems and Construction L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Internal moderation** | | Electrical Workmanship L4<br>Electrotechnology L4<br>Engineering Fabrication – Boiler Making L4<br>English FAL L4 Paper 1<br>English FAL L4 Paper 2, Bloemfontein<br>English FAL L4 Paper 2, Springs<br>Financial Management L4<br>Food Preparation L4<br>Governance L4<br>Human and Social Development L4<br>Law Procedures and Evidence L4<br>Learning Psychology L4<br>Life Orientation L4 Paper 1, East London<br>Life Orientation L4 Paper 2, Springs<br>Marketing L4<br>Mathematical Literacy L4 Paper 1, East London<br>Mathematical Literacy L4 Paper 1, Springs<br>Mathematics L4 Paper 1, East London<br>Mathematics L4 Paper 2, Springs<br>Mechatronic Systems L4<br>Office Practice L4<br>Operations Management L4<br>Physical Science L4 Paper 1<br>Project Management L4<br>Renewable Energy Technologies L4<br>Stored Programme Systems L4<br>Sustainable Tourism in SA and International Travel L4<br>Systems Analysis and Design L4<br>The Human Body and Mind L4<br>The South African Health Care System L4<br>Tourism Operations L4<br>Transport Economics L4<br>Transport Operations L4 |
| **Internal moderation** | The standard of internal moderation was rated as average in 25% of the question papers. | Animal Production L4<br>Art and Science of Teaching L4<br>Automotive Repair and Maintenance L4<br>Client Services and Human Relations L4<br>Contact Centre Operations L4<br>Electronic Control and Digital Electronics L4<br>Engineering Processes L4<br>Freight Logistics L4<br>Hospitality Services L4<br>Life Orientation L4 Paper 1, Springs<br>Life Orientation L4 Paper 2, East London<br>Management Practice L4<br>Marketing Communication L4<br>Materials L4<br>New Venture Creation L4<br>Office Data Processing L4<br>Personal Assistance L4 |
| | The standard of internal moderation was rated as poor in 7% of the question papers. In some | Applied Accounting L4 Paper 2<br>Early Childhood Development L4<br>Hospitality Generics L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Internal moderation** | instances, this included shadow moderation. | Professional Engineering Practice L4<br>Science of Tourism L4 |
| | The standard of moderation by one chief marker was good and by the other in one question paper, poor. Inaccuracies were overlooked, and manipulation marks were often incorrectly awarded/subtracted. One question was marked out of nine instead of 14 marks in this subject. | Life Orientation L4 Paper 2, Springs |
| **Candidates' response** | Candidates performed as predicted, finding the lower order questions uncomplicated and the more difficult questions more challenging, in 86% of the question papers. This is an increase on the 76% of 2016. | |
| | However, in a number of question papers, (14%) candidates did not perform as predicted. This is a significant decrease from the 24% of 2016. | Data Communication and Networking L4<br>Electrical Principles and Practice L4<br>Financial Management L4<br>Law Procedures and Evidence L4<br>Mathematics L4 Paper 1, East London<br>Mathematics L4 Paper 2, Springs<br>Multimedia Service L4<br>Office Data Processing L4<br>Operations Management L4<br>Renewable Energy Technologies L4 |
| | Candidates found the paper difficult (23%). This is a significant decrease of 12% from the 35% of 2016. | Advertising and Promotions L4<br>Art and Science of Teaching L4<br>Consumer Behaviour L4<br>Data Communication and Networking L4<br>Early Childhood Development L4<br>Electrical Principles and Practice L4<br>Electrical Systems and Construction L4<br>Electrotechnology L4<br>Food Preparation L4<br>Hospitality Generics L4<br>Law Procedures and Evidence L4<br>Mathematics L4 Paper 1, East London<br>Mathematics L4 Paper 2, Springs<br>Office Data Processing L4<br>Renewable Energy Technologies L4<br>Roads L4<br>The South African Health Care System L4 |
| | Candidates found 74% of the question papers to be fair. This is an increase on the 65% of 2016. | Advanced Plant Production L4<br>Afrikaans FAL L4 Paper 2<br>Animal Production L4<br>Applied Accounting L4 Paper 2<br>Applied Policing L4<br>Automotive Repair and Maintenance L4<br>Business Practice L4<br>Client Services and Human Relations L4<br>Computer Programming L4 Paper 2<br>Construction Planning L4<br>Construction Supervision L4<br>Contact Centre Operations L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Candidates' response** | | Economic Environment L4<br>Electrical Workmanship L4<br>Electronic Control and Digital Electronics L4<br>Engineering Fabrication – Boiler Making L4<br>Engineering Processes L4<br>English FAL L4 Paper 1<br>English FAL L4 Paper 2, Bloemfontein<br>English FAL L4 Paper 2, Springs<br>Financial Management L4<br>Freight Logistics L4<br>Hospitality Services L4<br>Human and Social Development L4<br>Learning Psychology L4<br>Life Orientation L4 Paper 1 and 2, East London<br>Life Orientation L4 Paper 1 and 2, Springs<br>Management Practice L4<br>Marketing L4<br>Marketing Communication L4<br>Materials L4<br>Mathematical Literacy L4 Paper 1, East London<br>Mathematical Literacy L4 Paper 1, Springs<br>Mechatronic Systems L4<br>Multimedia Service L4<br>Office Practice L4<br>Operations Management L4<br>Personal Assistance L4<br>Physical Science L4 Paper 1<br>Process Control L4<br>Process Technology L4<br>Professional Engineering Practice L4<br>Project Management L4<br>Science of Tourism L4<br>Stored Programme Systems L4<br>Sustainable Tourism in SA and International Travel L4<br>Systems Analysis and Design L4<br>The Human Body and Mind L4<br>Tourism Operations L4<br>Transport Economics L4<br>Transport Operations L4<br>Welding L4 |
| | Candidates found the question paper easy in two subjects. | Governance L4<br>New Venture Creation L4 |
| **Prevention and handling of irregularities** | No irregularities were found in the majority of question papers (79%) by the time of verification by Umalusi. This higher than the 71% of 2016. | |
| | Irregularities were found in 21% of the question papers. In most cases, correct reporting procedures were followed at the marking centres. The irregularities reported included: Handwriting discrepancies in the answer scripts; | Applied Accounting Paper 2<br>Contact Centre Operations L4<br>Economic Environment L4<br>Life Orientation L4 Paper 1 and 2, East London<br>Life Orientation L4 Paper 2, Springs<br>Management Practice L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Prevention and handling of irregularities** | A student wrote the examination but was not registered;<br>Candidate had not had sufficient time to complete the examination as a result of technical problems experienced with the computer;<br>Two candidates produced identical printouts with the same watermark, but different examination numbers;<br>Candidate answered/wrote the wrong question paper;<br>Candidate marked absent but answer script found;<br>Four blind students' scripts were accompanied by only a college memorandum, and no DHET concession for extra time and no watermarks on scripts;<br>Similar correct and incorrect answers; and<br>Crib notes. | Mathematics L4 Paper 1, East London<br>Mathematics L4 Paper 2, Springs<br>Office Data Processing L4<br>Operations Management L4<br>Renewable Energy Technologies L4<br>Sustainable Tourism in SA and International Travel L4<br>The South Afircan Health Care System L4<br>Transport Economics L4 |
| **Reports** | Qualitative reports were prepared, or were in the process of being prepared, by the marking panels in 84% of the question papers. These reports are to be submitted to the marking centre manager at the end of the marking process. However, preparation of these reports is ongoing, with notes taken and daily short reports collated. | |
| | At the time of the verification of marking by Umalusi, there was no evidence of any preparations for reporting in 16% of the question papers, or no evidence that reports had been submitted. | Applied Accounting L4 Paper 2<br>Hospitality Services L4<br>Management Practice L4<br>Multimedia Service L4<br>New Venture Creation L4<br>Operations Management L4<br>Renewable Energy Technologies L4<br>Roads L4<br>Sustainable Tourism in SA and International Travel L4<br>Tourism Operations L4<br>Welding L4 |
| | The reports by the markers, chief markers and internal moderator provided no qualitative information that could be used to improve marking processes. | Animal Production L4 |
| | The markers did not make any notes during marking, until Umalusi brought the necessity of this to their attention in one subject. | Professional Engineering Practice L4 |
| | No chief marker or internal moderator had been appointed for one subject. | Roads L4 |
| | No reports were ready yet because the marking process had been delayed by the shortage of one marker. | Tourism Operations L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Chief marker** | In terms of leadership, administrative skills, organisation of resources, assistance to markers and relationships, the chief marker in the majority of question papers (72%) was rated as good. | Advanced Plant Production L4<br>Advertising and Promotions L4<br>Afrikaans FAL L4 Paper 2<br>Art and Science of Teaching L4<br>Automotive Repair And Maintenance L4<br>Client Services and Human Relations L4<br>Computer Programming L4 Paper 2<br>Construction Planning L4<br>Construction Supervision L4<br>Consumer Behaviour L4<br>Contact Centre Operations L4<br>Data Communication and Networking L4<br>Early Childhood Development L4<br>Economic Environment L4<br>Electrical Workmanship L4<br>Electronic Control And Digital Electronics L4<br>Electrotechnology L4<br>Engineering Fabrication – Boiler Making L4<br>Engineering Processes L4<br>English FAL L4 Paper 1<br>English FAL L4 Paper 2, Bloemfontein<br>English FAL L4 Paper 2, Springs<br>Financial Management L4<br>Food Preparation L4<br>Hospitality Services L4<br>Human and Social Development L4<br>Law of Procedures and Evidence L4<br>Learning Psychology L4<br>Life Orientation L4 Paper 1, East London<br>Life Orientation L4 Paper 2, Springs<br>Marketing Communication L4<br>Marketing L4<br>Mathematical Literacy L4 Paper 1, East London<br>Mathematical Literacy L4 Paper 1, Springs<br>Mathematics L4 Paper 2, East London<br>Mathematics L4 Paper 2, Springs<br>New Venture Creation L4<br>Office Practice L4<br>Operations Management L4<br>Personal Assistance L4<br>Process Technology L4<br>Professional Engineering Practice L4<br>Project Management L4<br>Sustainable Tourism in SA and International Travel L4<br>Systems Analysis and Design L4<br>The Human Body and Mind L4<br>Tourism Operations L4<br>Transport Economics L4<br>Transport Operations L4 |
| | In a small number of question papers (14%), the chief marker was viewed as not fully competent in dealing with the demands of the position: | |

| Criteria | Findings | Subjects |
|---|---|---|
| **Chief marker** | The chief markers of four subjects lacked administrative skills. | Business Practice L4<br>Hospitality Generics L4<br>Management Practice L4<br>Multimedia Service L4 |
| | The internal moderator and chief marker required more training to improve the standard of moderation. | Life Orientation L4 Paper 2, East London |
| **General fairness of the marking** | Marking was regarded as fair in the scripts of 66% of the question papers. Markers mostly adhered to the marking guidelines but also allowed for alternative answers from students, marking was consistent and the correct marking procedures were followed. | Advertising and Promotions L4<br>Afrikaans FAL L4 Paper 2<br>Applied Policing L4<br>Client Services and Human Relations L4<br>Construction Planning L4<br>Construction Supervision L4<br>Consumer Behaviour L4<br>Contact Centre Operations L4<br>Data Communication and Networking L4<br>Economic Environment L4<br>Electrical Workmanship L4<br>Electronic Control and Digital Electronics L4<br>Electrotechnology L4<br>Engineering Fabrication – Boiler Making L4<br>Engineering Processes L4<br>English FAL L4 Paper 1<br>English FAL L4 Paper 2, Bloemfontein<br>English FAL L4 Paper 2, Springs<br>Financial Management L4<br>Food Preparation L4<br>Freight Logistics L4<br>Governance L4<br>Law of Procedures and Evidence L4<br>Life Orientation L4 Paper 1 and 2, East London<br>Life Orientation L4 Paper 2, Springs<br>Management Practice L4<br>Marketing Communication L4<br>Mathematical Literacy L4 Paper 1, East London<br>Mathematical Literacy L4 Paper 1, Springs<br>Mathematics L4 Paper 2, East London<br>Mathematics L4 Paper 2, Springs<br>Mechatronic Systems L4<br>New Venture Creation L4<br>Operations Management L4<br>Personal Assistance L4<br>Process Technology L4<br>Professional Engineering Practice L4<br>Project Management L4<br>Sustainable Tourism in SA and International Travel L4<br>Systems Analysis and Design L4<br>The South African Health Care System L4<br>Tourism Operations L4<br>Transport Economics L4<br>Transport Operations L4<br>Welding L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **General fairness of the marking** | In 11 question papers (16%), specific concerns were raised about the fairness of the marking process. Examples included: | |
| | Sufficient markers to allow question by question marking adds to the fairness and high standard of marking. However, only a small number of scripts had been moderated. | Advanced Plant Production L4 |
| | The marking was generally fair, despite a few cases in where there were inconsistencies in mark allocation. | Animal Production L4 |
| | The standard of marking was poor, inconsistent and careless. Moderation was not ongoing, so errors and inconsistencies were not identified. | Applied Accounting L4 Paper 2 |
| | None of the three markers, the chief marker, internal moderator and marker, were subject specialists and this influenced the marking adversely. | Early Childhood Development L4 |
| | Marking of this question paper was not fair as none of the markers adhered to the marking guidelines. The standard of moderation was poor and did not provide guidance to markers. | Hospitality Generics L4 |
| | Although the marking process in general appeared to be fair and consistent, the following problem areas were observed:<br>Markers spent long hours in the marking room in order to meet the daily deadlines. This may have resulted in fatigue and loss of focus and concentration. | Hospitality Services L4 |
| | The marking was relatively fair. Additional training in the question paper would enhance the ability of the markers to identify correct answers. | The Human Body and Mind L4 |
| | Marking was relatively fair, although markers were rather lenient, compromising the open-ended questions included in the question paper. | Life Orientation L4 Paper 1, Springs |
| | Marking was fair, but markers made several calculation errors. | Marketing L4 |
| | Most candidates' marks ranged within the 5% deviation. Some were above this, however, as a result of inconsistent marking and misinterpretation of answers. | Multimedia Service L4 |
| **Conduct at marking centres** | Conduct at the marking centres was cited as good in 94% of the subjects as marking staff were punctual, cell phones were switched off during marking, | |

| Criteria | Findings | Subjects |
|---|---|---|
| **Conduct at marking centres** | attendance registers were signed daily on arrival and departure, and marking staff remained at the marking centre. This compares with 94% in 2016. | |
| | In East London, Asherville, Bloemfontein, Struandale, Seshego, Springs and Tygerberg markers were punctual and the use of cell phones was not permitted in the venue. Attendance registers were signed daily on arrival and departure. All markers took their breaks at the same time. The markers were well-disciplined and hardworking. There was a very good working atmosphere in the marking room during Umalusi's visit. Markers were serious about their work. | Afrikaans FAL L4 Paper 2<br>Applied Accounting L4 P2<br>Data Communication Networking L4<br>Electrotechnology L4<br>English FAL L4 Paper 1<br>Life Orientation L4 Paper 1 and 2, East London<br>Mathematical Literacy L4 Paper 1, East London<br>Mathematics L4 Paper 1, East London<br>Mechatronic Systems L4<br>Roads L4<br>Transport Operations L4<br>Tourism Operations L4 |
| | Asherville marking centre<br>The room was very noisy and people were constantly coming and going as four subjects were being marked in the same room. The groups did not sit together and markers were found marking other question papers in the Client Services and Human Relations group. This was not conducive to keeping scripts in good order. | Client Services and Human Relations L4 |
| | In 6% of the subjects, difficulties to do with discipline were experienced for example, one or more of the following were experienced:<br>Markers did not switch off their cell phones in the marking venue at Springs;<br>It was noisy in the marking room at Springs;<br>Owing to their duties at their respective colleges, some markers were absent from the Springs marking centre;<br>There was a great deal of disturbance from talking in the marking venue;<br>The venue was not conducive to marking at the Asherville marking centre as about 60 markers for different subjects marked in groups in one huge room;<br>Some markers were not punctual; and Markers took breaks at different times, walked in and out of the hall and were very disruptive. | Advertising and Promotions L4<br>Business Practice L4<br>Computer Programming L4 Paper 2<br>Early Childhood Development L4<br>Human and Social Development L4<br>Materials L4<br>Science of Tourism L4 |
| **Comfort of markers at marking centre** | It is important that markers are comfortable and that their basic needs, such as refreshments, water, clean and resourced toilets, | |

| Criteria | Findings | Subjects |
|---|---|---|
| **Comfort of markers at marking centre** | enough space to mark in and adequate ventilation are provided. Observations on each centre are summarised: | |
| | Asherville<br>Observations about Asherville were mixed. While there was agreement that the centre was very well run and expertly set up and organised, there were concerns about the number of rooms and toilets that required maintenance and urgent repairs, as well as the sharing of venues by different subjects and the problems this caused, and inadequate space in which to mark. There was no soap in the ablution facilities. Maintenance work and dealing with the effects of flooding was also disruptive. | Applied Accounting L4 Paper 2<br>Electronic Control and Digital Electronics L4<br>Hospitality Services L4<br>Materials L4<br>Office Practice L4 |
| | Springs<br>The marking centre at Springs was conducive to efficient marking. Signposting indicated venues for each subject. The marking centre manager was approachable, readily available, and willing to assist. Generally, this facility was clean.<br>There was a cafeteria where markers could purchase refreshments if required. Ablution facilities were adequate in number, clean and neat and had soap dispensers and toilet paper. The marking venues were well ventilated. | Electrical Principles and Practice L4<br>Life Orientation L4 Paper 2<br>New Venture Creation L4 |
| | East London<br>Tea and coffee were provided for markers. Ablution facilities were clean and had toilet paper and soap; they were some distance from the marking venue, however; closer facilities for women were locked, although those for men were not. Marking rooms were clean and well ventilated. It was a very comfortable, quiet and suitable marking centre, conducive to good marking. | Life Orientation L4 Paper 1 and 2 |
| | Seshego<br>Markers were not comfortable because the space was very limited in the hall.<br>Approximately 400 markers and 93 staff were accommodated in one hall and one small adjacent room. Markers worked in close proximity with one another but conduct was good and they were committed to their task. | Roads L4<br>The South African Health Care System L4<br>Tourism Operations L4 |

| Criteria | Findings | Subjects |
|---|---|---|
| **Comfort of markers at marking centre** | There was no fire evacuation plan and only one door was open for emergencies.<br>Ventilation in the venue was just adequate for high temperatures.<br>The ablution facilities were inadequate for the number of markers. Under the circumstances, the marking centre venue was well organised. | |
| | Struandale<br>Venues were comfortable and well ventilated. Ablution facilities were clean and kept in that condition, as were the passages and marking venues. | Stored Programme Systems L4 |
| | Tygerberg<br>The marking centre was well run. Coffee and tea making facilities were available in the campus staff room. Ablution facilities were well equipped and a well-stocked cafeteria was available. Marking venues were clean and airy. | Afrikaans FAL L4 Paper 2 |
| | Bloemfontein<br>There were no complaints. | English FAL L4 Paper 1 |
| **General concerns** | The internal moderator and chief marker received the marking guideline at the same time as the markers and did not have time to go through it before the discussion meeting. They also had to do their sample marking at the same time as the markers. | Life Orientation L4 Paper 2, East London and Springs |
| | The marking process was affected by the fact that some markers had to return to their campuses to complete their internal marking, as Life Orientation Level 3 Paper 1 was written very late. This caused a delay in the marking process. | Life Orientation L4 Paper 2, Springs |

## 6.4 Areas of Compliance

There were a number of areas of compliance that contributed to the success and fairness of the marking process. In addition, substantial improvements were noted since the last marking process in 2016.

### 6.4.1 NC(V) Level 2 and Level 3

- Marking guideline discussion meetings were held before marking commenced in 62% of the subjects.
- In 69% of the subjects, there was strict adherence to the marking guidelines. This is an improvement on the 54% of the subjects in 2016.
- The correct marking procedures were followed in terms of question duplication and ruling out of superfluous questions at most centres. The prescribed marking administration procedures were followed for 71% of the question papers.

- The standard of marking was rated as good in 54% of the question papers. This is an improvement on 46% in 2016.
- Moderation was conducted at all marking centres included in the sample, for all of the question papers. This good practice also occurred in 2016.
- Moderated scripts were identified across the performance range of the students in 92% of the papers.
- Whole-script moderation was followed.
- The candidates performed as predicted by finding the lower order questions uncomplicated and the higher order questions more challenging in 92% of the subjects.
- Candidates found the paper fair in 92% of the subjects. This is a significant increase on 77% in 2016.

### 6.4.2 NC(V) Level 4

- The majority of the scripts (78%) had been received for marking, although there were still some scripts outstanding from some centres at the time of verification.
- Changes were made to 87% of the marking guidelines during marking guideline discussions. Most of these changes were justified and added additional alternative answers to ensure fair marking.
- Training was conducted in the marking of 78% of the question papers. This shows an improvement on the 69% in 2016.
- The standard of marking was rated as good in 67% of the question papers.
- The prescribed procedure for administration, such as mark allocation, mark indication, error indication, mark transfer, mark sheet completion, as well as note-keeping, showed an overall 89% compliance rate. This is a significant improvement on the overall mark administration compliance rating of 76% achieved in 2016.
- Control was good, with 92% of markers writing their initials in red ink next to the question marked. This is an improvement on the 88% in 2016 who complied. As in the 2016 marking process, 85% of internal moderators clearly indicated their names on the scripts moderated.
- There was evidence of internal moderation throughout the marking process in 90% of the subjects. The standard of internal moderation was rated as good in 68% of the subjects, an improvement on the 65% in 2016.
- In 86% of the subjects, candidates performed as predicted by finding lower order questions uncomplicated and higher order questions more challenging, underscoring an acceptable standard in a question paper. This is an increase on the 76% achieved in 2016.
- In instances where irregularities were reported, these were mostly dealt with according to the correct standard procedures.
- Qualitative reports completed by marking panels were in the process of being completed in 84% of the question papers.
- It was significant that in the majority of question papers, competent chief markers were appointed.
- Discipline at marking centres was described as good in 94% of the question papers, similar to the 2016 examination process.
- Marking was rated as fair in 46 (66%) of the question papers.
- Marking venues were in general rated as satisfactory and improvements were noted. The allocation of one room per subject for most subjects greatly enhanced the marking

process. In many cases, no problems were experienced with markers' comfort in terms of available ablution facilities, refreshments, cleanliness of venue and adequate ventilation.

## 6.5 Areas of Non-compliance

While there were numerous areas of compliance and improvements in the marking process, there were still concerns about non-compliance. Such areas of non-compliance detract from the success of the marking process.

### 6.5.1 NC(V) Level 2 and Level 3

- The changes made to the official marking guidelines in 54% of subjects may not all have been warranted. There is no evidence that these changes were standardised or communicated to all colleges/campuses.
- The average to poor adherence to the marking guidelines in 31% of question papers and the average to poor standard of marking in 46% of the sampled subjects, is cause for concern. In particular, overly lenient marking is disturbing.
- Markers' names were not clearly indicated on the cover pages of the scripts in 62% of the subjects.
- The standard of internal moderation was rated as average in 58% of the question papers, and shadow moderation occurred. This is still not the level of internal moderation that is required.
- There was no evidence of qualitative reports in 42% of the subjects.
- The incidence of markers who ignored instructions in the marking guidelines and the lack of a standardised marking method in Life Orientation Level 2 Paper 1 and Paper 2 is a serious case of non-compliance.

### 6.5.2 NC(V) Level 4

- The number of question papers/marking guidelines containing errors is cause for concern. For example, in Applied Accounting Paper 2, Applied Policing L4, English FAL L4 Paper 1, and Physical Science L4 Paper 1 errors were noted. In the case of Computer Programming L4 Paper 2, the incorrect data files were used, and in Office Data Processing, the marking centre received an incorrect version of the marking guidelines.
- The changes made to the marking guidelines at marking guideline discussions were not justified in all instances and lowered the standard or adversely affected some candidates, or were incorrect, as noted in Life Orientation L4 Paper 1 and Paper 2, New Venture Creation L4 and Transport Economics L4.
- The lack of communication across the different marking centres where the same question papers were being marked is a serious shortcoming that was identified in the 2016 examination process as a weakness, but one that has not yet been adequately addressed. It is acceptable that Fundamental subjects and those subjects with large student enrolments should be marked at different centres. However, the lack of proper communication between the centres and the use of different marking guidelines at the various marking centres adversely affected a number of subjects, including Client Services and Human Relations L4, Life Orientation L4 Paper 1 and Paper 2, Office Practice L4 and Office Data Processing L4.
- Training of markers was conducted for 78% of the question papers; however, the goal is that 100% of marking personnel attend training.

- Good adherence to the marking guidelines was only cited in 66% of the subjects, 13% fewer than in 2016. The standard of marking was rated as average to poor in 33% of the question papers. Non-adherence to marking guidelines and some markers' inability to interpret answers that differed from those in the marking guidelines were noted. Lenient marking was also a cause for concern; this lowered the standard. Differences in marking of the same question papers at different marking centres also raised concerns. For example, in Life Orientation Paper 1 that was marked at Springs, marking was more lenient than at East London. Poor adherence to the marking guidelines was noted in Early Childhood Development L4; and consistency in marking was not maintained in Multimedia Service L4.
- The appointment of markers who do not teach the subject they are to mark is not acceptable; as in Learning Psychology L4.
- Mistakes occurred as markers were forced to mark more than 300 scripts as a result of a shortfall of one marker in Tourism Operations L4.
- Poorly performing marking personnel from the 2016 marking process were appointed again to English FAL L4 Paper 1, Materials L4, and Mathematics Literacy L4 Paper 1 (Springs).
- In some cases no internal moderators had been appointed, for example Roads L4, while for other subjects the internal moderation was poor. Internal moderation was not conducted throughout the process in some subjects, and examples of shadow moderation were noted.
- While the appointed chief markers were rated overall as highly competent, there were cases where the chief markers did not fulfil their roles adequately and needed further support or training.
- Reliance on one textbook is not acceptable; examinations must not be set based on a textbook, and marking should not be based on a textbook.
- Discipline was good, but there were instances of cell phone use and late-coming, as well as disturbances that adversely affected the marking process.
- While the marking centres were rated as good, there were still too many subjects that shared venues, which led to disturbances and cramped marking conditions. In some venues at marking centres there was inadequate ventilation, while in others, the ablution facilities were inadequate.

## 6.6 Directives for Compliance and Improvement

Compliance and improvement would enhance the marking process and ensure that the TVET sector offers optimal examination processes.

### 6.6.1 NC(V) Level 2 and Level 3

- Changes made to the official marking guidelines should be verified and sent to the DHET. There should only be one set of marking guidelines per question paper in use nationally once changes have been accepted and ratified by the DHET and Umalusi.
- Markers need training in interpretation and use of the marking guidelines, and should be guided in adhering to the guidelines. Overly lenient marking should be discouraged.
- The standard of internal moderation needs to be raised, and shadow moderation discontinued.
- The completion of informative and accurate qualitative reports should be encouraged.

### 6.6.2 NC(V) Level 4

- Care should be taken to ensure that the correct versions of question papers and marking guidelines are disseminated. Question papers and marking guidelines should be free from errors.
- Changes made to the marking guidelines at marking guideline discussions should be justified, and should not lower the standard but rather promote fair and consistent marking.
- Communication processes must be established to ensure that the same marking guidelines are used at all marking centres where particular subjects' question papers are marked. Evidence of the shared marking guidelines that are used should be provided, and any changes should be agreed to by Umalusi.
- Training for marking should be offered to all marking personnel before marking commences, and offered on an ongoing basis where marking personnel need more support.
- Markers must be appointed to mark the question paper for the level they teach. An adequate number of markers should be appointed to ensure that the script limit per marker remains at 300.
- Overly lenient marking should not be allowed. Adherence to the marking guidelines and consistent marking should be the norm. Marking according to a specific textbook should not be condoned.
- Question by question marking should be the set procedure for all subjects. Chief markers and internal moderators should also apply question by question marking.
- Internal moderators should be appointed for all question papers and should focus on moderating rather than marking. They should have the skills, expertise, commitment and subject knowledge to perform as required. Shadow moderation should never occur.
- Where possible, markers of different question papers should not share venues at marking centres. There should always be adequate space, ventilation, ablution facilities and refreshments, and water should be made available at all times. Markers should be encouraged to take regular breaks in order to ensure they maintain their focus. All cell phones should be switched off; not simply be placed on silent mode.

## 6.7 Conclusion

Umalusi verified marking for 13 question papers from Level 2 and Level 3 and for 70 question papers from Level 4. The marking was in general fair and marking processes were conducted in an efficient and professional manner. The DHET is to be commended for the many improvements and innovations noted.

While there were creditable areas of compliance, areas of concern were also noted, for example in terms of communication between marking venues sharing the marking of the same subject, the lack of question by question marking in some subjects, and the failure to appoint internal moderators, or their poor performance.

The improvements made by the DHET are progressive and appreciated. A concerted effort is required to further enhance the various marking processes to ensure that the NC(V) in the TVET sector delivers a fully optimal marking process.

# CHAPTER 7 STANDARDISATION AND RESULTING

## 7.1 Introduction

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

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

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

## 7.2 Scope and Approach

The Department of Higher Education and Training (DHET) presented 259 subjects for the standardisation of the NC(V) L2–L4 examinations. Umalusi conducted the monitoring of mark capturing; the verification of the historical averages; the standardisation; statistical moderation; and the resulting of datasets.

### 7.2.1 Development of historical averages

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

**Table 7A: Subjects for Moon walk**

| Level 3 | Level 4 |
|---|---|
| Wholesale and Retail (11030012) | Renewable Energy Technologies (12041043) |

Subjects with outliers were identified from those with a subject history of at least four years and the principle of exclusion of outliers was applied when calculating the historical average.

### 7.2.2 Capturing of marks

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

### 7.2.3 Verification of data sets and standardisation booklets

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

Delays were however experienced the verification of datasets due to the incorrect adjusted marks for November 2016 on the statistics table. These were verified and approved during the second moderation.

### 7.2.4 Pre-Standardisation and standardisation

The pre-standardisation and standardisation meetings for Level 4 were held on 20 December, and on 21 December for Levels 2 and 3.

The qualitative input reports, monitoring reports, the post examination analysis of some Level 4 subjects, the pairs analysis and the principles of standardisation were to be used to inform decisions.

### 7.2.5 Post standardisation

The assessment body submitted the adjustments for approval as set by the agreed standardisation decisions. These were verified and adjustments were approved after the correction of differences.

## 7.3 Summary of Findings and Decisions

### 7.3.1 Development of historical averages

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

**Table 7B: Subjects with outliers**

| Level | Subject | Excluded Examination sitting |
|---|---|---|
| **3** | Process Technology<br>6050353 | 201211 |
| | Welding<br>6031033 | 201211 |
| **4** | Agribusiness<br>1011034 | 201511 |
| | 12030544<br>Plumbing | 201211 |

The statistical moderation and candidate files were approved after several submissions. Common errors in the verification on the moderation records and resulting were identified. These included the number candidates entered and the number of candidates used in the calculation of the moderation record. These errors affected the accuracy of the examination mean, the ICASS mean, the tolerance factor and the final formula.

Furthermore, the errors in the moderation record resulted in incorrect ICASS adjustments and final marks.

However, these errors were addressed before the approval of the statistical moderation and candidate records.

### 7.3.2 Capturing of marks

The DHET has a management plan and general guidelines for standardisation. This plan included information on the capturing of marks for the November 2017 NC(V) and Report 190/191 N2–N3 examinations. Marks for ISAT and ICASS, and end of year examinations for NC(V) Level 2 and Level 3 are captured by the TVET colleges/centres, sent to the DHET as text files and uploaded onto the mainframe. The DHET makes spot checks/selective verification to verify the marks.

The capturing of examination marks for NC(V) Level 4 took place at the marking centres. Contracted data capturers were trained in the data capturing process.

An official from the DHET trained the personnel in charge of the capturing process and the data capturers. The attendance registers and the training manual were made available as evidence during the verification of capturing of examination marks. All personnel in charge of and appointed for data capturing signed a declaration of secrecy before commencing their duties. The DHET makes use of a scanning programme called MPFLOW to manage and control mark sheets. Mark sheets are scanned on despatch and on return.

The late arrival of mark sheets from marking centres contributed the capturing process falling behind schedule. The capturing of marks runs concurrently with the marking process to ensure that all marks are captured for the standardisation process. The DHET uses an offline capturing tool to capture marks. Data are backed up daily and exported to the DHET office.

All capturing that is done at the marking centre is verified, i.e. double capturing is applied to authenticate marks. The capturers and verifiers are given user IDs and these are attached to functions. A user can only be allocated to one function, either capturing or verifying. However, *the capturer and verifier used the same computer and sat next to each other, placing the process of double capturing at risk.*

The capturing facilities were under 24-hour security surveillance. Entry to the centres was controlled by access cards to the building and a bio-matrix system was in place.

Contingency plans were in place at all monitored centres: standby computers were available; a daily backup was implemented and captured data were exported to the DHET on a daily basis. There were standby UPS (except at Asherville marking centre) available in case of power

failures. The DHET had an arrangement with SITA (BETA) to use their facility in the case of system or power failures.

### 7.3.3 Verification of data sets and standardisation booklets

The DHET submitted both the standardisation process and statistical moderation datasets for the verification of the systems. The standardisation process went through various submissions before being provisionally approved on condition that the few identified errors would be resolved before production. Errors included incorrect capturing of the number of candidates registered per subject.

Owing to time constraints, the statistical moderation was tested only during the first submission and the feedback was submitted to the DHET. The errors ranged from the number of candidates included in the calculation of the moderation record, to incorrect applications of the subminimum requirements. Feedback was provided to the DHET and it was recommended that these changes be implemented on production. The standardisation of only one data set was verified and completed.

#### a) Pre-Standardisation and standardisation

The DHET presented 259 subjects for the standardisation of the NC(V) Levels 2–4. The decisions for the November 2017 NC(V) examination were informed by trends in candidate performance, the qualitative input reports, the historical average and pairs analysis. Only two subjects were standardised by The Means Analysis Test (Moon walk) and 257 through Ogives. Of the 259 subjects presented for standardisation, 258 were standardised and only one was provisionally standardised.

An increase in the number of subjects not adjusted was observed mainly at Level 2 and an impressive decline (one subject versus the 39 of 2016) was observed in provisionally standardised subjects.

Furthermore, the impact of the subminimum requirements was clearly visible in both Level 2 and Level 3, showing a new trend in candidate differing from the previous year's, forming its own norm.

The table below indicates the standardisation decisions:

**Table 7C: Standardisation decisions**

| Description | Total |
|---|---|
| Number of subjects presented | 259 |
| Raw marks accepted | 168 |
| Adjusted (mainly upwards) | 36 |
| Adjusted (mainly downwards) | 54 |
| Provisionally standardised | 1 |
| **Number of standardised subjects** | **258** |

Qualitative input reports, historical averages, pairs analysis and standardisation principles were considered when determining adjustments per subject. The absence of chief marker reports posed a huge challenge for the committee as it had to rely on Umalusi's qualitative inputs and the quantitative reports.

**b) Post standardisation**

The assessment body submitted the adjustments for approval as set by the agreed standardisation decisions. These were verified after one round of moderation, and adjustments were approved after the correction of differences.

## 7.4 Areas of Compliance

The following areas of good practice were observed:

- The monitored DHET sites had adequate and experienced data capturers and a guideline document on the capturing of marks.
- Scanning as a method of mark sheet control is highly commendable.
- An increase in the number of subjects accepted as raw scores and a decline in subjects provisionally standardised.
- The submission of the standardisation booklets two days before the pre-standardisation meeting is highly commendable.

## 7.5 Areas of Non-compliance

The following areas of concern were observed:

- The DHET did not present the approved adjustments on the statistics table.

## 7.6 Directives for Compliance and Improvement

The DHET must use the correct, approved adjustments for previous years.

## 7.7 Conclusion

Although there were delays in the approval of the electronic booklets, these did not affect the standardisation, statistical moderation or resulting processes of the November DHET NC(V) L2–L4 examinations.

# CHAPTER 8 NATIONAL CERTIFICATE (VOCATIONAL) CERTIFICATION

## 8.1 Introduction

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

Certification is not simply a document recognising learner achievement: it is the culmination of multistep processes conducted by an assessment body, in this instance the Department of Higher Education and Training (DHET).

These processes commence with the registration of students and culminate in the conduct of the examination. After candidates have written the examinations administered by the assessment body and their scripts have been marked, the marks are processed and quality assured and approved by Umalusi. Qualifying students are presented with individual Statements of Results issued by the DHET. These are preliminary documents outlining the outcomes of the examination. Before the certification of learner achievements can be completed, it is important for the DHET to finalise and ensure that all the examination marks as well as the internal continuous assessment tasks have indeed been captured and processed. It is Umalusi's objective to verify the accuracy of the calculations and processing of the raw marks for the resulting of candidates. The Statement of Results is, in due course, replaced by the final document, a certificate issued by Umalusi.

The NC(V) was promulgated as three separate exit qualifications, i.e. NQF Levels 2, 3 and 4, each of which requires certification. The NC(V) Level 2 was first introduced in 2007 and the other two levels followed in 2008 and 2009 respectively. In order to be awarded the full certificate for NC(V) Level 4, the previous exit qualifications on Levels 2 and 3 must have been completed and certified. Since their inception, NC(V) certification of Levels 2 to 4 has been severely delayed, with the result that candidates have not received their certificates.

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

The remainder of this chapter informs interested parties of the State of Readiness (SOR) as well as the current state of the certification of learner achievement in the National Certificate (Vocational) (NC(V)) at Levels 2–4 for candidates registered to write the examinations through the Department of Higher Education and Training (DHET).

## 8.2 Scope and Approach

In order to ensure that the data for certification are valid, reliable and in the correct format, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when submitting candidate data for the certification of a specific qualification. All records of candidates who are registered for the NC(V) L2–4 examinations, including those who qualify for a subject only in a particular examination cycle, are submitted for certification to Umalusi by the DHET.

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

Umalusi's officials conducted the verification of the State of Readiness of the DHET. Monitoring conducted by Umalusi on 16 and 17 October 2017 was intended to verify the appropriateness of the examination processes and procedures that the Department of Higher Education and Training (DHET) had put in place to conduct the November 2017 examinations, leading to the certification of learner achievements. The verification included data collected from observations, interviews and observation of presentations.

## 8.3 Summary of Findings

After a combined effort by Umalusi, the DHET and the State Information Technology Agency (SITA), all outstanding NC(V) certificates were issued to qualifying candidates – as reported to the Portfolio Committee on Higher Education and Training. SITA is in the process of conducting a completeness test on the database to ensure that all possible certificates have indeed been issued to candidates.

Between 1 December 2016 and 30 November 2017, the following certificates on Levels 2 to 4 were issued to candidates who wrote examinations through the DHET as the assessment body:

**Table 8A: NC(V) transactions, statements and certificates issued during the period 1 December 2016 to 30 November 2017**

| Type of transaction, statement or certificate issued | L2 Transactions | L3 Transactions | L4 Transactions |
|---|---|---|---|
| Subject Statement | 48 652 | 42 282 | 30 615 |
| Reissue of Subject Statement | 13 | 7 | 0 |
| National Certificate (Vocational) | 20 583 | 17 394 | |
| National Certificate (Vocational) L4 with admission to Higher Certificate study | | | 9 909 |
| National Certificate (Vocational) L4 with admission to Diploma study | | | 1 656 |
| National Certificate (Vocational) L4 with admission to Bachelor's degree study | | | 242 |
| Replacement: Subject Statement | 1 | 1 | |

| Type of transaction, statement or certificate issued | L2 Transactions | L3 Transactions | L4 Transactions |
|---|---|---|---|
| Replacement: NC(V) admission to Higher Certificate study (Duplicate) | | | 16 |
| Replacement: NC(V) admission to Diploma study (Duplicate) | | | 4 |
| Replacement: NC(V) admission to Bachelor's Degree study | | | 1 |
| Replacement: NC(V) (Change of Status) | 6 259 | 1 779 | |
| Replacement (Change of Status) with admission to Bachelor's degree study | | | 1 |
| Replacement (Change of Status) with admission to Diploma study | | | 28 |
| Replacement (Change of Status) with admission to Higher Certificate study | | | 980 |
| Replacement: NC(V) (Duplicate of Original) | 56 | 18 | |
| Reissue NC(V) | 78 | 589 | 0 |
| Reissue NC(V) with admission to Higher Certificate study | | | 581 |
| Reissue NC(V) with admission to Diploma study | | | 82 |
| Reissue NC(V) with admission to Bachelor's degree study | | | 11 |
| Replacement NC(V) (Complied with prerequisite) | | 178 | |
| Replacement NC(V) (Complied with prerequisite) with admission to Higher Certificate study | | | 71 |
| Replacement NC(V) (Complied with prerequisite) with admission to Diploma study | | | 1 |
| **Total** | **75 642** | **62 248** | **44 201** |
| **Total first issues – Certificates and Statements** | **69 235** | **59 676** | **42 422** |
| **Total first issues – Certificates** | **20 583** | **17 394** | **11 807** |

**Table 8B: NC(V) Transactions, statements and certificates issued to the November 2016 and March 2017 cohort of learners**

| Type of transaction, statement or certificate issued | L2 Transactions | L3 Transactions | L4 Transactions |
|---|---|---|---|
| Subject Statement | 37 619 | 27 272 | 20 198 |
| National Certificate (Vocational) | 18 608 | 14 636 | |
| National Certificate (Vocational) L4 with admission to Higher Certificate study | | | 7 943 |
| National Certificate (Vocational) L4 with admission to Diploma study | | | 1 300 |
| National Certificate (Vocational) L4 with admission to Bachelor's degree study | | | 192 |
| Replacement: NC(V) (Change of Status) | 171 | 245 | |
| Replacement (Change of Status) with admission to Bachelor's degree study | | | |
| Replacement (Change of Status) with admission to Diploma study | | | 2 |
| Replacement (Change of Status) with admission to Higher Certificate study | | | 72 |
| Reissue Subject Statement | 1 | 1 | |
| Reissue NC(V) | 15 | 43 | |
| Reissue NC(V) with admission to Higher Certificate study | | | 19 |
| Reissue NC(V) with admission to Diploma study | | | 3 |
| Withdrawn | 10 640 | 8 863 | 4 690 |
| Failed all Subjects | 29 021 | 4 197 | 2 762 |
| **Total** | **96 075** | **55 257** | **37 181** |

| Type of transaction, statement or certificate issued | L2 Transactions | L3 Transactions | L4 Transactions |
|---|---|---|---|
| **Total minus Withdrawn and Failed All** | **56 414** | **42 197** | **29 729** |
| **Total first issues – Certificates and Subject Statements** | **56 227** | **41 908** | **29 633** |
| **Total first issues – Certificates** | **18 608** | **14 636** | **9 435** |
| **Percentage certificate issued** | **19%** | **27%** | **25%** |

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

During the State of Readiness visit, Umalusi found that the DHET had made improvements to the status of the registration, resulting and certification modules on its IT system. Previous problems that had caused a backlog in the issuing of certificates had been resolved and standard operating procedures had been implemented to manage the forthcoming examination.

Efforts had been made to improve the registration processes and to allow for the correction of errors to ensure that candidate information submitted at the time of certification was true and correct. The DHET had also improved the system to ensure the detection of duplicate records, and the deletion thereof.

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

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

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

Very few difficulties were experienced during the registration process and the only significant challenge occurred in cases where a date of birth did not correspond with an identity number. Measures are being taken to verify personal details of candidates on the National Registration Register via a link with the Department of Home Affairs database in the future.

## 8.4 Areas of Compliance

Areas of compliance and good practice are discussed below.

- The registration of NC(V) candidates was complete and the admission letters had been dispatched to all TVET and private colleges. An improvement in the registration process had been made, requiring all TVET and private colleges to submit registration data electronically, according to a prescribed format. These data were then uploaded to the DHET's examination system;
- From this examination going forward no late entries/registrations or manually generated mark sheets would be accepted. Late entries would be processed as irregularities and a full explanation was required if the entry was to be allowed; and
- Measures had been taken to verify personal details of candidates on the National Registration Register via a link with the Department of Home Affairs database in future.

## 8.5 Areas of Non-compliance

The external monitoring and verification processes brought minor areas of concern to the fore. These could affect the successful conduct of the November 2017 examinations and lead to problems during the certification processes.

The areas of concern identified during the verification of the State of Readiness of the DHET are discussed below:

- With regard to the registration of learners, the following was noted: the identification of duplicate registrations of candidates is detected by running an exception report after entries have been loaded and/or captured; and
- Admission letters are printed before the finalisation of the admission requirements for the internal continuous assessment subminimum.

In terms of the certification of learner achievements for the November 2016 examination, areas of concern were:

- The fact that marks offered for certification differed from marks approved during the resulting process. However, an assurance was given by the Information Technology (IT) service provider, SITA, that measures had been taken to ensure that learners' marks were "locked" on the IT system and that changes to marks without prior approval would not occur in future;
- The sudden "appearance of raw marks" where a candidate had been indicated as absent also raised concerns. It appeared to be the practice to capture marks as absent in order to achieve the required capture percentage. This practice of submitting marks as "absent", only to request a concession at a later stage to change an "absent mark" to a valid mark has implications for the statistical calculations and does not reflect the actual performance of the cohort of learners; and
- The changing of marks between the approval of results and the certification of learner achievements as a result of "uncontrolled IT processes" causes a delay in the certification of learner achievements and poses a risk to the credibility of the qualification.

## 8.6 Directives for Compliance and Improvement

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

- The capturing of marks, both by the colleges and by the DHET, should be more strictly controlled to ensure the accuracy of marks. Any mark changes made after the approval of results must be submitted to Umalusi for quality assurance and approval. The processes prescribed in the directives should be followed;
- Duplicate registrations should be identified during the capturing, at the point when data enter the system, and not after data have already been captured;
- Candidates should be notified of admission requirements that they have not achieved before the commencement of the examination in order to prevent any litigation after the examination;
- The practice of capturing marks as absent in order to achieve the required capture rate must cease. Steps must be taken to ensure that all marks are captured on the due date and by the closure of mark capture;
- The certification of all students must be completed within three months of the release of the results, but should preferably be done in the shortest possible time after the results have been released. The DHET must ensure that all irregularities, re-marks and re-checks are finalised within three months; and
- The IT system must be enhanced to ensure that, once candidates' results have been approved, no changes to the marks will or can be made. Umalusi must give its approval to any mark changes after the results have been released.

Instances where marks for a specific subject at a particular college are changed for all candidates will be regarded as an irregularity. Adequate proof and explanation will be required in order for Umalusi to approve such mark changes.

## 8.7 Conclusion

As an assessment body, the DHET is responsible for processing and submitting learner achievements to Umalusi for certification. It was noted that the backlog in the issuing of NC(V) certificates had been resolved and that improvements had been made to the IT system and the process to ensure that all learners who had qualified for a certificate would receive this as soon as possible.

In terms of the registration of learners and the certification processes, Umalusi was satisfied that all systems were in place to achieve a successful certification and issuing of certificates for the November 2017 examinations.

# PART B: REPORT 190/191 ENGINEERING STUDIES N2 and N3

# CHAPTER 9 MODERATION OF REPORT 190/191 QUESTION PAPERS

## 9.1 Introduction

The November 2017 Report 190/191: Engineering Studies examination forms part of the annual summative assessments that are conducted in the Technical and Vocational Education and Training (TVET) sector. Report 190/191: Engineering Studies programmes are offered on a trimester basis at public Technical and Vocational Education and Training (TVET) colleges, private Further Education and Training (FET) colleges, correctional service centres and schools.

All the question papers for these examinations are set nationally. Umalusi employed external moderators, all of whom were instructional offering matter experts from TVET colleges, provincial education departments or universities of technology. These moderators quality assured a sample of N2 and N3 question papers and marking guidelines.

## 9.2 Scope and Approach

Umalusi moderated a sample of 40 of the 67 Report 190/191 Engineering Studies N2 and N3 instructional offerings for the November 2017 examinations; this comprised 60% of the question papers written. Table 9A below indicates the number and percentage of question papers moderated per level:

**Table 9A: Number and percentage of question papers moderated**

| Level | Number of instructional offerings written | Number of instructional offerings moderated by Umalusi | Percentage of instructional offerings moderated |
|---|---|---|---|
| **N2** | 35 | 11 | 31% |
| **N3** | 32 | 29 | 91% |
| **Total** | 67 | 40 | 60% |

*The total number of instructional offerings written includes four papers for Business English First and Second Language.

As indicated in the table above, the sample consisted of 29 N3 and 11 N2 question papers and marking guidelines. The focus was on N3 instructional offerings, although the idea was to moderate all N2 and N3 instructional offerings, as they are exit levels certified by Umalusi. Those instructional offerings not included in the sample were in the main instructional offerings with very low enrolments. The moderation process focused on the instructional offerings listed in Table 9B below.

**Table 9B: Instructional offerings included in the moderated sample of question papers**

| Instructional offering | Level |
|---|---|
| **Building and Civil Technology** | N3 |
| **Building Drawing** | N2 and N3 |
| **Building Science** | N2 and N3 |
| **Business English First Language Paper 1** | N3 |
| **Business English First Language Paper 2** | N3 |
| **Business English Second Language Paper 1** | N3 |
| **Business English Second Language Paper 2** | N3 |
| **Diesel Trade Theory** | N2 and N3 |
| **Electrical Trade Theory** | N2 and N3 |
| **Electrotechnology** | N3 |

| Instructional offering | Level |
|---|---|
| **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** | N3 |
| **Plant Operation Theory** | N3 |
| **Plating and Structural Steel Drawing** | N2 and N3 |
| **Platers' Theory** | N2 |
| **Radio Theory** | N3 |
| **Radio and Television Theory** | N3 |
| **Refrigeration Technology** | N3 |
| **Refrigeration Trade Theory** | N3 |
| **Supervision in Industry** | N3 |
| **Waste-Water Treatment Practice** | N3 |
| **Water Treatment Practice** | N3 |

The question papers and marking guidelines were moderated according to nine criteria, or detailed quality indicators, set by Umalusi, which are outlined in Table 9C below:

**Table 9C: Moderation criteria**

| Criteria | Quality indicators |
|---|---|
| **Technical criteria** | The general layout, format and structure of the question paper; correct page numbering; mark allocation on the question paper; marking guideline; and the quality of illustrations, graphs, tables, etc. |
| **Internal moderation** | The quality, standard and relevance of the internal moderator's report and the extent to which its recommendations have been addressed and implemented. |
| **Content coverage** | The extent to which the question papers cover the syllabus in terms of prescribed weighting, spread, linking and integration of different topics, and the extent to which the examination questions represent the latest developments in the instructional offering field(s). |
| **Type and quality of questions** | The variety and overall quality of questions; the relationship between mark allocation, and level of difficulty and time allocation; the formulation of questions and instructions. |
| **Cognitive skills** | The distribution of questions in terms of cognitive levels (according to Bloom's Taxonomy, for example); the extent to which the question paper allows for the assessment of the candidate's ability to reason, communicate, translate from verbal to symbolic, compare and contrast, identify causal relationships and express an argument clearly. |
| **Marking guideline** | The overall layout of the marking guideline; the correspondence between the marking guideline and the question paper (in terms of questions and mark allocation); the accuracy of answers in the marking guideline; and the extent to which the marking guideline will facilitate the marking process. |
| **Language bias** | The correct use of instructional offering terminology; the use of appropriate register; the complexity of vocabulary in view of candidates' language ability; the use of grammatically correct language in both the question paper and the marking guideline; and the extent to which the question paper is free from |

| Criteria | Quality indicators |
|---|---|
| **Language bias** | stereotyping and bias when dealing with issues such as culture, gender, race and religion. |
| **Predictability** | The degree of innovation in the question paper and the extent to which the question paper contains questions taken from past question papers. |
| **Overall impression** | The degree to which the question paper is aligned with the current syllabus; the extent to which the question paper assesses the outcomes of this syllabus; the standard of the question paper compared to examinations from previous years; and the proportion of questions that assess skills, knowledge, attitudes, values and reasoning. |

The model used in the moderation process took an off-site approach. Once the initial external moderation had been completed, question papers were approved, conditionally approved or rejected, depending on the degree to which they fulfilled the criteria. Proposed changes to question papers were communicated to the internal moderator prior to implementation. After consultation, and once consensus had been reached, the question papers, marking guidelines and supporting documents were amended. Umalusi approved and signed off the question papers once it had been ascertained that the papers and marking guidelines met the stipulated criteria.

## 9.3 Summary of Findings

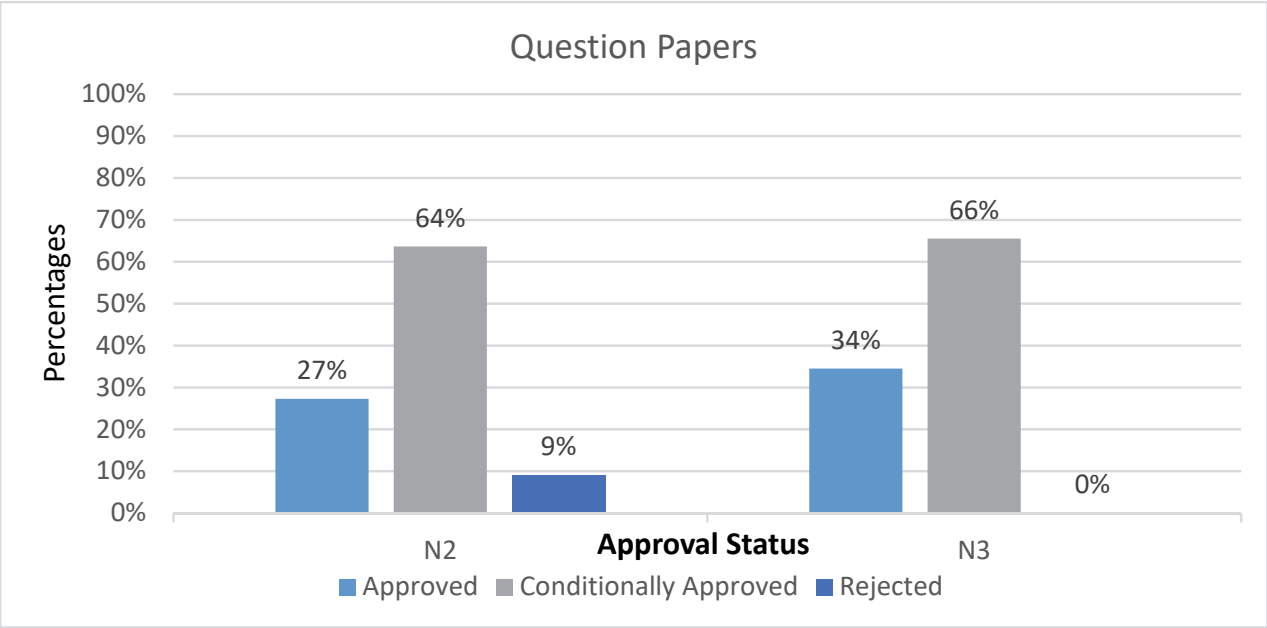
Umalusi evaluates the question papers based on the overall impression they make and whether the requirements of the eight criteria have been met. A decision is then taken on the quality and standard of the question papers and marking guidelines as a whole. There are three possible outcomes:

- Approved – this is applicable where no conceptual changes are necessary.
- Conditionally approved – this is applicable when any question is to be replaced, rephrased or restructured.
- Rejected – this is applicable when any question is beyond the scope of the syllabus, or where the paper has substantial conceptual problems/flaws.

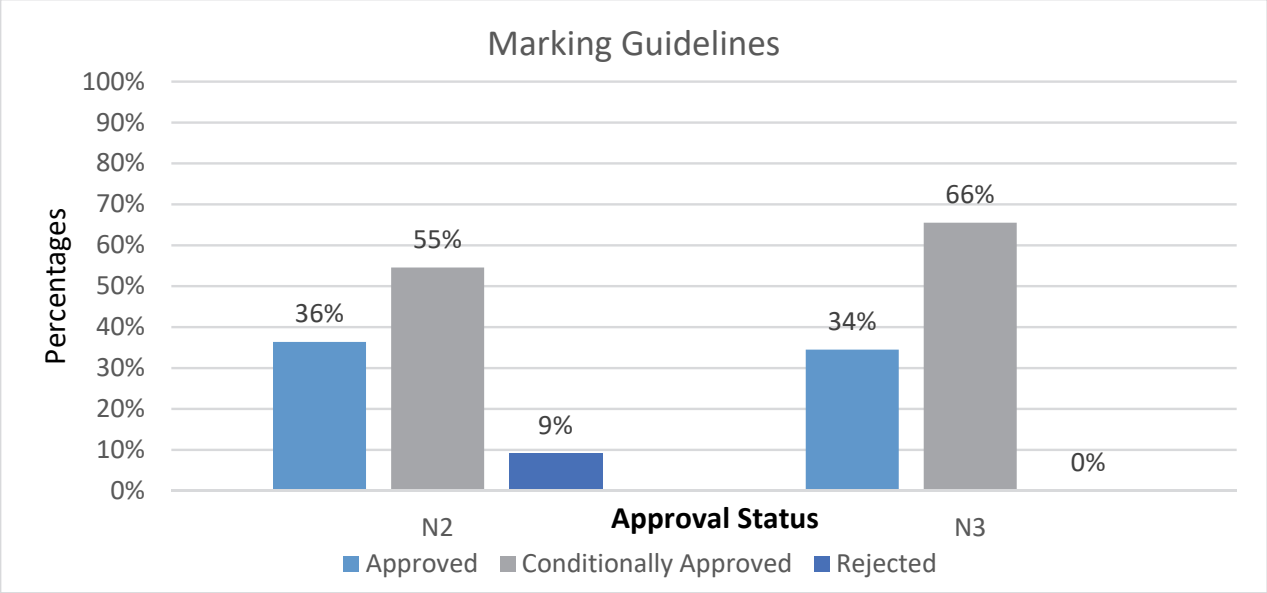
The initial moderation process of the 40 sampled question papers and marking guidelines produced the following findings:

- Two question papers were approved and print-ready, but the marking guideline for only one of these was print ready;
- Nine question papers were approved but required technical changes;
- Twenty-three question papers were approved conditionally; and
- One question paper (3%) and marking guideline were rejected and needed to be reset and resubmitted for internal and external moderation. This is an improvement on the November 2016 report, where five (13%) question papers and marking guidelines were rejected and had to be reset and resubmitted.

The graphs below provide a summary of the findings after the external moderation of the question papers and the marking guidelines, as captured from the external moderators' reports.

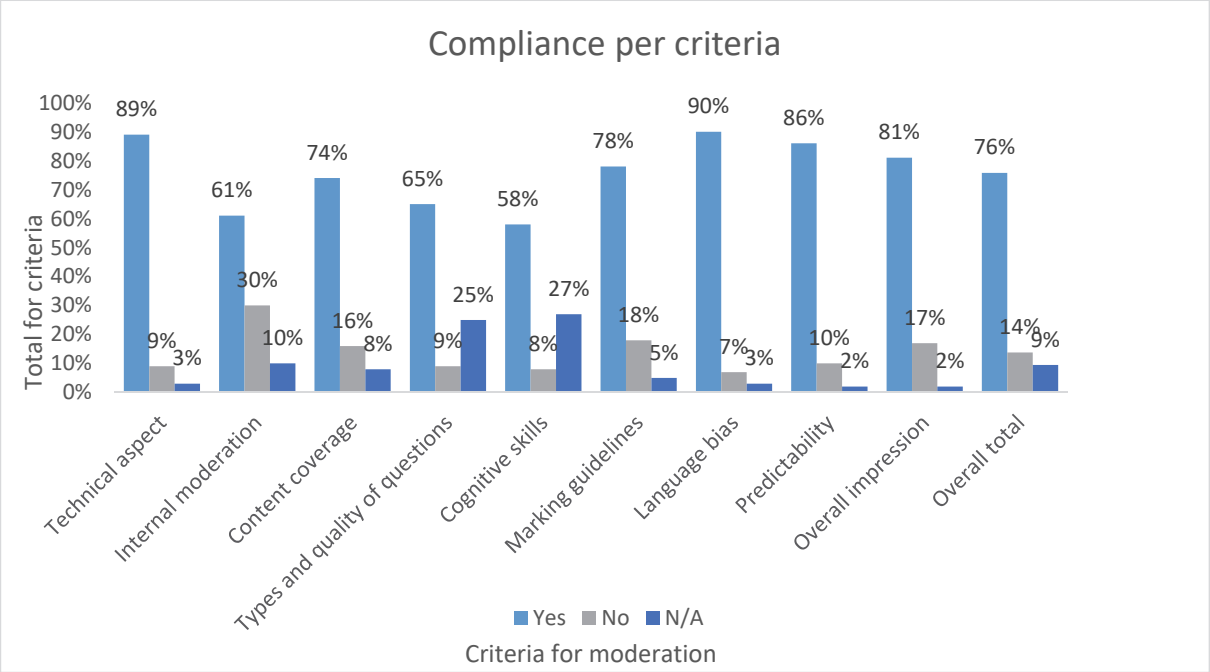



**Graph 9A: Approval Status of the Report 190/191: Engineering Studies question papers after preliminary moderation**




**Graph 9B: Approval Status of the Report 190/191: Engineering Studies marking guidelines after preliminary moderation**

The graph below (Graph 9C) shows a comparison of compliance percentage per quality indicator per criterion:




**Graph 9C: Compliance of Approved Question Papers**

Tables 9D and 9E summarise the status of Report 190/191 question papers and the marking guidelines after the preliminary moderation – i.e. prior to the external moderator making contact with the internal moderator to improve the question papers.

**Table 9D: Approval status of question papers after initial moderation**

| Approval Status | Instructional offering concerned |
|---|---|
| **Approved:**<br>**Print-ready** | Building and Civil Technology N3<br>Industrial Orientation N3 |
| **Approved:**<br>**Minor technical changes** | Building Drawing N3<br>Electrical Trade Theory N2 and N3<br>Electrotechnology N3<br>Industrial Electronics N2 and N3<br>Logic Systems N3<br>Motor Trade Theory N3<br>Platers' Theory N2<br>Radio Theory N3<br>Radio and Television Theory N3 |
| **Conditionally approved:**<br>**Some restructuring/rephrasing of questions required** | Waste-Water Treatment Practice N3<br>Building Drawing N2<br>Engineering Drawing N3<br>Engineering Science N2<br>Plating and Structural Steel Drawing N2 and N3 |
| **Conditionally approved:**<br>**Replacement of some questions required** | Water Treatment Practice N3<br>Supervision in Industry N3 |
| **Conditionally approved:**<br>**Some restructuring restructuring/rephrasing/ replacement of questions required** | Instrument Trade Theory N3<br>Building Science N2 and N3<br>Business English First Language N3 Paper 1 and 2<br>Business English Second Language N3 Paper 1 and 2<br>Mathematics N2<br>Diesel Trade Theory N2 and N3<br>Engineering Science N3 |

| Approval Status | Instructional offering concerned |
|---|---|
| **Conditionally approved:**<br>**Some restructuring restructuring/rephrasing/ replacement of questions required** | Fitting and Machining Theory N2<br>Industrial Organisation and Planning N3<br>Mathematics N3<br>Mechanotechnology N3<br>Plant Operation Theory N3<br>Refrigeration Technology N3<br>Refrigeration Trade Theory N3 |
| **Rejected:**<br>**Question paper had to be reset and resubmitted for internal and external moderation.** | Engineering Drawing N2 |

**Table 9E: Approval status of marking guidelines after initial moderation**

| Judgement after preliminary moderation | Instructional offering concerned |
|---|---|
| **Approved:**<br>**Print ready** | Building and Civil Technology N3<br>Electrotechnology N3<br>Industrial Orientation N3<br>Logic Systems N3<br>Platers' Theory N2 |
| **Approved:**<br>**Minor technical changes** | Building Drawing N3<br>Electrical Trade Theory N2 and N3<br>Industrial Electronics N2 and N3<br>Motor Trade Theory N3<br>Plating and Structural Steel Drawing N2<br>Radio and Television Theory N3<br>Radio Theory N3 |
| **Conditionally approved:**<br>**Question/s required restructuring/ rephrasing and this led to changes to answers in marking guidelines.** | Building Drawing N2<br>Building Science N2 and N3<br>Engineering Drawing N3<br>Engineering Science N2<br>Instrument Trade Theory N3<br>Mechanotechnology N3<br>Mathematics N2<br>Mathematics N3<br>Plating and Structural Steel Drawing N3<br>Water Treatment Practice N3<br>Waste-Water Treatment Practice N3 |
| **Conditionally approved: Some questions were replaced and this led to changes to marking guidelines.** | Business English Second Language N3 Paper 1 and 2<br>Business English First Language N3 Paper 1 and 2<br>Diesel Trade Theory N2 and N3<br>Engineering Science N3<br>Fitting and Machining Theory N2<br>Industrial Organisation and Planning N3<br>Plant Operation Theory N3<br>Supervision in Industry N3<br>Refrigeration Trade Theory N3<br>Refrigeration Technology N3 |
| **Rejected:**<br>**Question paper had to be reset and resubmitted for internal and external moderation, therefore marking guidelines also had to be replaced.** | Engineering Drawing N2 |

Table 9F provides a summary of the most significant findings and the challenges that occurred in the moderation of the November 2017 question papers and marking guidelines, as reported by the moderators after the initial moderation (before engagement with internal moderators to finalise the question papers). All findings are related to the sample of instructional offerings (40) moderated.

**Table 9F: Judgement after preliminary findings**

| Criteria and findings | Challenges |
|---|---|
| **Technical criteria** | |
| **The majority (89%) of question papers were received with relevant answer sheets/addenda and formula sheets (compared to 95% in 2016), albeit 15% of question papers did not have all the supporting documents (i.e. assessment grid, marking guideline and internal moderator's report). All (100%) question papers could be completed in the time allocated. Overall, the technical criteria were adhered to in almost all question papers.** | In 15% of the question papers, the assessment grid and the internal moderator report document were not received. |
| | Only one question paper was incomplete, missing the relevant answer sheets/addenda or formula sheets. |
| | Ten percent of the question papers did not have all the required information on the cover page, such as logo, name of instructional offering, time allocation, number of pages and additional information. |
| | In 13% of the question papers, some instructions to candidates were not clearly explained and were regarded as ambiguous (according to DHET specifications). |
| | The layout of the paper was not organised and not reader-friendly in 10% of the question papers. |
| | In 3% of the question papers, pages were not correctly numbered. |
| | Some questions were not correctly numbered in 13% of the question papers. |
| | The headers and footers in 5% of question papers did not adhere to formatting requirements. |
| | In one question paper, appropriate fonts were not used throughout. |
| | Mark allocations were not clearly indicated in 8% of the question papers. |
| | The mark allocation on one question paper did not match the allocation on the marking guideline. |
| | The quality of illustrations, graphs, tables, etc. was unsatisfactory, unclear, contained errors or the paper was not print ready in 30% of the question papers. |
| | A total of 13% of question papers did not adhere to the format requirements of the syllabus. |
| **Internal moderation** | |
| **Overall, the internal moderation reports had not been completed or were not submitted in 33% of question papers, but 68% of those that had been completed met the required quality indicator standards.** | The internal moderator's report for 13 question papers (30%) was not submitted and/or it had not been completed. |
| | In the case of 35% of the question papers, the internal moderator's report was of unsatisfactory quality and standard. |
| | In the case of nine question papers (23%), the internal moderators' reports were irrelevant, or some relevant information had not been included. |
| | In 13 question papers (33%), the external moderators indicated that the internal moderator's recommendations had not been addressed. |
| **Content coverage** | |
| **In the majority of the instructional offerings (74%), question papers covered the prescribed content. In most cases, the type of questions set met expectations and covered the latest developments in the instructional offering.** | A fifth (20%) of the question papers did not cover the syllabus adequately. |
| | Questions did not fall within the broad scope of the syllabus in 13% of question papers. |
| | In 23% of question papers, the weighing and/or spread of topics was inappropriate. |
| | The topics were not appropriately linked or integrated in 20% of the question papers. |
| | Fifteen percent of the question papers failed to provide questions that dealt with the latest developments in the instructional offering. |

| Criteria and findings | Challenges |
|---|---|
| **Sixty-five percent of the question papers included a variety of questions and, in most cases, allowed for creative responses from the candidates.** | A total of 15% of the question papers did not include a variety of question types, e.g. multiple-choice, paragraph, data/source-based response, essay, real-life scenario and real-life problem-solving questions. |
| | Eight percent of question papers did not allow for creative responses from candidates. |
| | In some questions in 20% of the question papers there was no relationship between the level of difficulty and time allocation. |
| | Certain questions did not relate to what was pertinent in the instructional offering matter in 8% of question papers. |
| | Nine question papers (23%) contained vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia or unintentional clues to correct answers. |
| | In five instructional offerings (13%), some questions did not provide clear instructional key words/verbs. |
| | Seven (18%) question papers contained some questions that did not provide sufficient information to elicit an appropriate response. |
| | Seven question papers (18%) contained factual errors or misleading information. |
| **Cognitive skills** | |
| **Fifty-eight percent of the question papers met the criteria in terms of cognitive skills measured. Twenty-five percent of the question papers were received without analysis grids.** | Ten question papers (25%) were received without analysis grids. |
| | In 20% of the instructional offerings, an inappropriate distribution of cognitive levels (using Bloom's taxonomy or any other taxonomy) was observed. |
| | Fifteen percent of the question papers made no reference to the latest developments in the knowledge field. |
| **Marking guidelines** | |
| **Seventy-eight percent of the marking guidelines met the quality standard: they were neatly typed and laid out clearly. However, 18% of questions in these question papers and their answers had to be rephrased.** | Only one marking guideline did not correspond with the question paper. |
| | Some of the answers were inaccurate in 14 marking guidelines (35%). |
| | Nine of the marking guidelines (23%) did not include or allow for alternative responses, where applicable. |
| | Four of the marking guidelines (10%) were not laid out clearly. |
| | Two marking guidelines (5%) were not neatly typed. |
| | In three of the marking guidelines (8%), the mark allocation did not correspond to the mark allocation on the question paper. |
| | Thirteen of the marking guidelines (33%) did not provide the mark allocation and distribution for every the questions. |
| | Ten of the marking guidelines (25%) would not have facilitated marking. |
| **Language and Bias** | |
| **Most (90%) of the question papers adhered overall to the language and lack of bias quality indicators.** | In one question paper, instructional offering terminology/data were not used correctly. |
| | In two question papers (5%), the language register/level and complexity of the vocabulary were not appropriate to the level of the candidates. |
| | In seven of the question papers (18%), grammar was not free from subtleties that may have confused candidates. |

| Criteria and findings | Challenges |
|---|---|
| **Most (90%) of the question papers adhered overall to the language and lack of bias quality indicators.** | In five question papers (13%), the language was grammatically incorrect in some questions. |
| | Grammatical errors were evident in two marking guidelines (5%). |
| | Three question papers (8%) featured over-complicated syntax. |
| | One question paper reflected bias in terms of one or more of the following: gender, race, province, region, religion, language. |
| **Predictability** | |
| **Eighty-six percent of the question papers (an increase from 60% in previous examination) did not contain verbatim repetition of questions from past question papers.** | Four of the question papers (10%) contained questions that could easily be spotted or predicted. |
| | Six of the question papers (15%) contained some verbatim repetition ('copy and paste') of questions from recent question papers. |
| | Five percent of the question papers lacked innovation. |
| **Overall impression** | |
| **Eighty-one percent of the question papers were judged to be of an acceptable standard and in compliance with most criteria.** | Five question papers (13%) were not in keeping with the current syllabus. |
| | Seven question papers (18%) did not assesses the outcomes of the curriculum/syllabus effectively. |
| | Twelve question papers (30%) were not of appropriate or satisfactory standard. |
| | Ten question papers (25%) did not compare favourably with question papers from previous years/examinations/cycles. |
| | Four question papers (10%) reflected a lack of balance in the assessment of skills, knowledge, attitudes, values and reasoning. |

## 9.4 Areas of Compliance and Good Practice

Overall, 89% of the November 2017 question papers and marking guidelines were of a good quality, despite some minor errors requiring correction before the papers could be approved. The following areas of compliance were observed:

- All question papers (100% compared to 95% in the previous examination) were free of double negatives in the questions or unnecessarily negative terms;
- The majority of the question papers and marking guidelines (89%) met the requirements of the technical criteria, an improvement but a slight drop from the 95% achieved in the November 2016 report; and
- Eighty-six percent of the question papers (an increase from 60% in the previous examination) did not contain any verbatim repetition of questions from recent past papers.

## 9.5 Areas of Non-compliance

External moderators' reports revealed the Areas of Non- Compliance listed below:

- Thirty percent of the question papers had illustrations, graphs and tables that were of inferior quality and not print ready, and 25% of question papers did not contain all the necessary information;
- There were poorly set questions and answers that had to be rephrased or replaced;

- Poor quality of internal moderation was evident in 13 question papers;
- In 33 question papers, the internal moderator's recommendations had not been addressed;
- In 20% of the question papers, the distribution of questions across cognitive levels was not appropriate;
- The marking guidelines (23% compared to 35% in the previous examination) did not cater for alternative responses, or contained incorrect answers; and
- Thirteen of the marking guidelines (33% compared to 23% in the previous examination) were incomplete, missing mark allocations and distribution in some of the questions.

## 9.6 Directives for Compliance and Improvement

Based on the findings of the external moderators' reports, the DHET must ensure that the:

- Question papers submitted for external moderation are accompanied by all the necessary supporting documents such as the analysis grid;
- The question paper and marking guidelines are print ready when presented for external moderation;
- Quality of internal moderation of question papers is of the required standard before they are submitted for external moderation;
- The marking guidelines should allow for alternative responses where applicable; and
- The mark allocation in the marking guideline should correspond to the mark allocation in the question paper.

## 9.7 Conclusion

It is imperative that the DHET expedites the process of updating or replacing the syllabi for Report 190/190 instructional offerings if they are to meet the standards and expectations of current trends in industry. Supporting assessment reports should include evidence of interaction between the examiner and internal moderator in making decisions during the interrogation of questions in question papers. This would be a step towards ensuring that proper moderation, accompanied by qualitative feedback, is conducted. Overall, the question papers and marking guidelines were of a satisfactory standard although there is still room for improvement.

# CHAPTER 10 MONITORING/MODERATION OF REPORT 190/191 INTERNAL CONTINUOUS ASSESSMENT

## 10.1 Introduction

Umalusi has been monitoring and moderating the internal assessment of selected Report 190/191: Engineering Studies N2 and N3 instructional offerings at sites of delivery and or centralised venues since 2012.

The main objectives of monitoring and moderating the internal continuous assessment are to:

- Verify whether the lecturer's portfolio of assessment (PoA) adheres to the ICASS Guidelines;
- Ascertain the appropriateness and standard of the assessment tasks;
- Ensure that evidence has been collected and documented efficiently;
- Ensure that assessment across different sites of delivery is consistent and that standards have been maintained;
- Ensure that the quality assurance of the internal assessment component of Report 190/191: Engineering Studies N2 and N3 has been effectively maintained; and
- Report on the availability and quality of resources.

The purpose of this section of the report is to:

- Outline the approach followed in the moderation of internal continuous assessment;
- Provide an indication of the size of the sample included in the quality assurance of the internal continuous assessment exercise;
- Provide an overview of critical findings related to the quality and standard of this internal continuous assessment;
- Highlight areas of compliance and those requiring improvement; and
- Make recommendations to enhance the quality of internal assessment.

## 10.2 Scope and Approach

Moderators were sent to seven of the nine provinces during November 2017 to monitor practices and moderate the internal continuous assessment of N2 and N3 students and lecturers' portfolios from a sample of Report 190/191 instructional offerings. The external moderators drafted reports on their findings at the sampled sites. The table below indicates the sites and the instructional offerings included in the process. Thirteen instructional offerings were moderated at five private and seven public colleges and at one correctional services centre (17 were moderated in 2016). A further snap shot monitoring of internal assessment evidence at four sites was done during the writing of examinations, which is reported on in Chapter 17.

Table 10A below provides information on the sampled instructional offerings, sites and provinces that were involved in the moderation of Report 190/191 internal continuous assessment during November 2017.

**Table 10A: Moderation of Report 190/191 internal continuous assessment**

| Instructional offering | College | Site | Province |
|---|---|---|---|
| **Electrical Trade Theory N2 and N3** | Northern Cape Rural | Kathu | Northern Cape |
| **Electrical Trade Theory N2 and N3** | Tshwane Institute of Technology | | Gauteng |
| **Electrotechnology N3** | Flavius Mareka | Sasolburg | Free State |
| **Fitting and Machining Theory N2** | Berea Technical College | | Gauteng |
| **Industrial Electronics N3** | Pretoria Central Correctional Services | | Gauteng |
| **Instrument Trade Theory N3** | Umfolozi | Esikhawini | KwaZulu-Natal |
| **Logic Systems N3** | Central Johannesburg | Ellis Park | Gauteng |
| **Mathematics N2** | The SAJ Competency Training Institute | | Gauteng |
| **Mechanotechnology N3** | Nkangala | Mpondozankomo | Mpumalanga |
| **Plant Operation Theory N3** | Central | Durban | KwaZulu-Natal |
| **Platers' Theory N2** | Central Johannesburg | Alexandra | Gauteng |
| **Radio and Television Theory N3** | Northlink | Wingfield | Western Cape |
| **Water Treatment Practice N3** | Baal Perazim | | Limpopo |

In addition, moderators were requested to gather information on three instructional offerings, namely Mathematics N3 and Engineering Science N2 and N3. The colleges/campuses were not informed prior to this additional monitoring of specific instructional offerings. This prevented window-dressing of the tasks and all accompanying documents.

In the case of the 13 instructional offerings listed in Table 10A, colleges and campuses were informed in writing in advance of Umalusi's moderation visits.

## 10.3 Summary of Findings

The following section presents the findings of the monitoring of the implementation of internal continuous assessment. Where shortcomings were noted, effective delivery of the Report 190/191 N2 – N3 programmes might have been hampered.

### 10.3.1 Enrolments

Enrolment figures were provided by the DHET but when the moderators were on site, it was found that in four instances these figures did not tally with the actual numbers enrolled at these colleges. It was difficult to verify actual enrolments for various reasons. Seventy-seven percent of the sites could provide a register and a record of attendance but one college could only provide the total enrolments in all instructional offerings at the college and not in individual instructional offerings.

Table 10B indicates the enrolment numbers as provided by the DHET and those of students at the colleges on a part-time or a full-time basis, or both:

**Table 10B: Comparison between DHET and site enrolments**

| Instructional offering | College | Site | DHET | Site |
|---|---|---|---|---|
| **Electrical Trade Theory N2 and N3** | Northern Cape Rural | Kathu | N2: 44<br>N3: 49 | N2: 52 *(6)<br>N3: 51 |
| **Electrical Trade Theory N2 and N3** | Tshwane Institute of Technology | Central Street | N2: 59<br>N3: 15 | N2: 57 *(7)<br>N3: 7 *(8) |
| **Electrotechnology N3** | Flavius Mareka | Sasolburg | N3: 41 | N3: 41 |
| **Fitting and Machining Theory N2** | Berea Technical College | | N2: 138 | N2: 105 |

| Instructional offering | College | Site | DHET | Site |
|---|---|---|---|---|
| **Industrial Electronics N3** | Pretoria Central Correctional Services | | N3: 8 | N3: 8 |
| **Instrument Trade Theory N3** | Umfolozi | Esikhawini | N3: 14 | Not available |
| **Logic Systems N3** | Central Johannesburg | Ellis Park | N3: 28 | N3: 22 *(6) |
| **Mathematics N2** | The SAJ Competency Training Institute | | N2: 67 | N2: 65 *(2) |
| **Mechanotechnology N3** | Nkangala | Mpondozankomo | N3: 59 | N3: 59 |
| **Plant Operation Theory N3** | Central | Durban | N3: 63 | N3: *(63) |
| **Platers' Theory N2** | Central Johannesburg | Alexandra | N2: 107 | N2: 100 |
| **Radio and Television Theory N3** | Northlink | Wingfield | N3: 62 | N3: 60 *(2) |
| **Water Treatment Practice N3** | Baal Perazim | | N3: 11 | No totals of individual instructional offerings available |

***Please note:** the figure in brackets indicates the number of students who were repeating the instructional offering.

Administration was not always accurate when it came to enrolments and registration. The external moderator for Water Treatment Practice N3 at the Baal Perazim College's Seshego Plaza Campus reported that the number of candidates enrolled could not be verified as there were no attendance registers or mark sheets available.

### 10.3.2 Tuition time

Tuition time varied from three hours to seven hours per week. The external moderators generally found this worrying since very few sites allocated enough tuition time according to instructional offering requirements, as can be seen in Table 10C below:

**Table 10C: Contact time allocated to instructional offerings**

| Instructional offering | College | Site | Hours/week |
|---|---|---|---|
| **Electrical Trade Theory N2 and N3** | Northern Cape Rural | Kathu | 6 |
| **Electrical Trade Theory N2 and N3** | Tshwane Institute of Technology | | 5 |
| **Electrotechnology N3** | Flavius Mareka | Sasolburg | 5 |
| **Fitting and Machining Theory N2** | Berea Technical College | | 5 |
| **Industrial Electronics N3** | Pretoria Central Correctional Services | | 3 |
| **Instrument Trade Theory N3** | Umfolozi | Esikhawini | 6 |
| **Logic Systems N3** | Central Johannesburg | Ellis Park | 5 |
| **Mathematics N2** | The SAJ Competency Training Institute | | 4 hours 40 minutes |
| **Mechanotechnology N3** | Nkangala | Mpondozankomo | 5 |
| **Plant Operation Theory N3** | Central | Durban | 4 hours 35 minutes |
| **Platers' Theory N2** | Central Johannesburg | Alexandra | 5 |
| **Radio and Television Theory N3** | Northlink | Wingfield | 7 |
| **Water Treatment Practice N3** | Baal Perazim | | Could not be ascertained |

Tuition time for full-time and part-time students also varied, but the actual hours could not be verified as there did not appear to be a timetable for part-time students at all moderated colleges. It was assumed that employed students would attend part-time classes; although employed students were enrolled at seven of the 13 campuses, this could not be verified.

Students at the Flavius Mareka Sasolburg Campus and Baal Perazim (Seshego Plaza) attended classes on a part-time basis only, while both full-time and part-time classes were offered at five other sites. Once again, these figures could not be confirmed.

Fifty-four percent of students were given support before enrolment, as reflected in the following table:

**Table 10D: Pre-enrolment support for students**

| Instructional offering | College | Site | Description |
|---|---|---|---|
| **Electrical Trade Theory N2 and N3** | Northern Cape Rural | Kathu | Aptitude test and bridging course |
| **Electrotechnology N3** | Flavius Mareka | Sasolburg | Placement test |
| **Fitting and Machining Theory N2** | Berea Technical College | | Aptitude tests and career assessment followed by an orientation programme prior to enrolment |
| **Instrument Trade Theory N3** | Umfolozi | Esikhawini | Learnscapes |
| **Mechanotechnology N3** | Nkangala | Mpondozankomo | Placement test |
| **Plant Operation Theory N3** | Central | Durban | Career Profile Testing, information sessions |

Only students at N1 level were given guidance before enrolling for Radio and Television Theory at Northlink's Wingfield Campus.

### 10.3.3 Physical and other resources

Since the majority of enrolled students were not employed (although this was impossible to verify), the general expectation was that the college would take responsibility for familiarising learners with the practical component. This would make the programme meaningful and ensure that these students were better equipped for the world of work. However, not one of the monitored sites had introduced their students to the workplace.

Only 31% of the sites (35% in 2016) provided their students with experience of the practical application of their instructional offering at the college; at some sites, students were not exposed to any form of practical work conducted in a workshop, nor were there any models available for demonstration, as can be seen in the following table:

**Table 10E: Practical application of the theory**

| Instructional offering | College and site | Comments |
|---|---|---|
| **Electrical Trade Theory N2 and N3** | Northern Cape Rural: Kathu | No time was spent on practical work in the workshop. |
| **Electrotechnology N3** | Flavius Mareka: Sasolburg | Limited time was devoted to theory and no time was given to practical work. |
| **Industrial Electronics N3** | Pretoria Central Correctional Services | There were no demonstrations, models or multi-media support. |
| **Plant Operation Theory N3** | Central Technical: Durban | There were no practical models to aid learning, but there was a plan to move to a new building where models could be accommodated. |
| **Radio and Television Theory N3** | Northlink: Wingfield | There were no practicals, only demonstrations. Exposure to practicals occurred by means of a separate registration in all fields of study. |

However, at Nkangala TVET College's Mpondozankomo Campus, the lecturers in Mechanotechnology N3 were qualified artisans and provided practical models and excursions to workshops.

Students had access to computers and printers at only 62% of the sites (compared with 77% in 2016) and only 46% of students (compared with 59% in 2016) had access to the internet.

Even though 92% of sites, 10% more than in 2016, had facilities available, these were not adequate at four of the sites visited, as reflected in the table below:

**Table 10F: Inadequate facilities**

| Instructional offering | College and site | Comments |
|---|---|---|
| **Electrical Trade Theory N2 and N3** | Tshwane Institute of Technology | There should be a resource centre or library. For engineering students, there were no workshops. |
| **Industrial Electronics N3** | Pretoria Central Correctional Services | This site should provide a mobile demonstration unit for practical classes. In addition, other resources such as DVDs showing industry application would be useful in explaining abstract electronic concepts. |
| **Logic Systems N3** | Johannesburg Central: Ellis Park | During a previous visit, staff had mentioned that a practical facility would be established, but this had not yet materialised. |
| **Mathematics N2** | The SAJ Competency Training Institute | Forty-nine N2 students were enrolled; there was one lecturer. The largest classroom could accommodate only 35 students, however. In addition, no research could be conducted as there were no computers or internet connection and no resource centre. |

The Northern Cape Rural TVET College's Kathu Campus gave their Electrical Trade Theory N2 and N3 students access to free Wi-Fi. Nevertheless, although the facilities were available, they were reserved for NC(V) students.

Despite the appropriate number of textbooks being available at sites in 85% of cases, Plant Operation Theory N3 textbooks were not provided at the Central Technical College Durban. Students were responsible for obtaining these textbooks themselves.

Only 46% of the sites (compared to 59% in 2016) made use of additional teaching materials, as indicated in the following table:

**Table 10G: Additional teaching materials**

| Instructional offering | College and site | Comments |
|---|---|---|
| **Electrical Trade Theory N2 and N3** | Northern Cape Rural: Kathu | Past examination papers and extra hand-written tasks prepared by lecturers. |
| **Electrical Trade Theory N2 and N3** | Tshwane Institute of Technology | Past examination papers. |
| **Fitting and Machining Theory N2** | Berea Technical College | There were tutorials and past examination papers. |
| **Logic Systems N3** | Central Johannesburg: Ellis Park | The external moderator was told that additional exercises were set for students. |
| **Mechanotechnology N3** | Nkangala: Mpondozankomo | Previous examination papers were used. |
| **Plant Operation Theory N3** | Central Technical: Durban | Students were given previous examination papers to work through. |

| Instructional offering | College and site | Comments |
|---|---|---|
| **Radio and Television Theory N3** | Northlink: Wingfield | Informal assessments, exercises, and basic research at the end of each module. |

### 10.3.4 Human resources

Most lecturers had training and industry experience but it was not always clear whether they were qualified for the position they held since not all provided details of their qualifications.

The sites where information with regard to qualifications of lecturer(s) was available yielded the following:

- One lecturer acted as a facilitator rather than a lecturer and had no qualifications or experience;
- One lecturer had an N3 but no teaching qualifications;
- One lecturer was in possession of an advanced diploma;
- One lecturer had a degree but no trade test; and
- Two lecturers were in possession of N4 certificates.

Thirty-one percent of these lecturers had been exposed to the workplace environment or to the relevant industry. All instructional offerings except Mathematics were practical instructional offerings in fields characterised by technological advances.

Sixty-two percent of the sites (59% in 2016) had a staff training plan, while 92% of the staff (65% in 2016) indicated that they desired training, although their specific needs were not mentioned. Fifty-four percent of the sites had a training manual to ensure that lecturers were trained to teach. Staff at several sites were unhappy about staff development as they felt that they were being overlooked:

**Table 10H: Staff development**

| Instructional offering | College and site | Comments |
|---|---|---|
| **Electrical Trade Theory N2 and N3** | Northern Cape Rural: Kathu | Even though there was not a plan for staff development, the lecturer had been referred to a university to improve his qualifications, but on his own initiative. The Report 190/191: Engineering Studies lecturers were not included in the WIL training that took place during the holidays. |
| **Platers' Theory N2** | Central Johannesburg: Alexandra | The staff complained that even though staff development had taken place at the college, their campus had been excluded. |
| **Water Treatment Practice N3** | Baal Perazim | Only the administrative staff had been sent for training because of budgetary constraints. No lecturers had been trained that year. |

Only 31% of the lecturers had registered with SACE, and these were mostly interim registrations. Many of the lecturers were not qualified teachers.

### 10.3.5 Internal assessment policies and systems

Eighty-five percent of the sites visited (a drop from the 94% in 2016) had an up-to-date assessment policy. Some aspects were not covered in these assessment policies, such as

planning for assessment (69%), monitoring and moderation of assessment (62% compared with 82% in 2016), an appeals procedure (62% compared with 82% in 2016), absenteeism (46% compared with 71% in 2016), late or non-submission of tasks (31% compared with 65% in 2016), provision for learners with barriers to learning (54% compared with 59% in 2016), conditions for re-assessment (69% compared with 65% in 2016) and dealing with irregularities (54% compared with 71% in 2016). The findings in 2017 did not reflect an improvement since 2016 in all respects other than conditions of re-assessment.

Only three colleges, compared to eight in 2016, could provide all the necessary documents. These were Electrical Trade Theory N2 and N3 (Northern Cape Rural TVET College's Kathu Campus), Electrotechnology (Flavius Mareka TVET College's Sasolburg Campus) and Plant Operation Theory N3 (Central Technical College Durban).

### 10.3.6 Monitoring

Very few of the colleges appeared to regard the monitoring of assessment at their campuses as important. Sixty-nine percent of sites had a plan for monitoring assessments, compared to 59% in 2016. Fifty-four percent of sites could provide evidence that this plan had been implemented, compared to 65% in 2016. Only 39% of the sites had submitted reports to the Academic Board, compared to 53% in 2016. Only 54% of sites provided evidence of a instructional offering monitoring report by each lecturer, compared to 35% in 2016, and 39% produced evidence of a pre- and post-moderation report, compared to 35% in 2016. Very little improvement in monitoring practices was evident.

External moderators made the following comments about monitoring practices at the various sites:

**Table 10l: Monitoring practices at sites**

| Instructional offering | College and site | Comments |
|---|---|---|
| **Instrument Trade Theory N3** | Umfolozi: Ezikhawini | No monitoring of the instructional offering had taken place and so many problem would have arisen. |
| **Mathematics N2** | The SAJ Competency Training Institute | Monitoring of the lecturer and the instructional offering did not appear to be taking place. |
| **Platers' Theory N2** | Central Johannesburg: Alexandra | No monitoring had taken place at this campus; if it had, the fact that staff had not heard of a portfolio of any kind would have been identified and the situation rectified. |

### 10.3.7 Task development plan

In 69% of sites, compared with 76% in 2016, there was a plan for the development of tasks, and yet at only 62% of the sites was there any evidence that tasks had been developed according to this plan, compared to 71% in 2016. Sixty-nine percent of the sites described what the tasks were (76% in 2016), indicated who would set the tasks (65% in 2016) and who would moderate the tasks (53% in 2016). Sixty-nine percent of the sites indicated the content that would be covered, the time allocated to teaching, mark allocation and timeframes. Compared to 65% in 2016. Seventy-seven percent of sites had systems in place to ensure that tasks were of an acceptable standard, compared to 71% in 2016. Sixty-two percent of the sites (41% in 2016) could provide examples of additional supporting tasks, as mentioned above. This was an improvement on 2016.

### 10.3.8 Irregularities register

Although 77% of sites had kept irregularity registers (as opposed to 71% in 2016), only 31% had recorded irregularities of internal assessments (29% in 2016). It appeared that irregularity registers were used only during national examinations.

### 10.3.9 Lecturers' files

#### a) Lecturers' instructional offering files

Only one of the 13 sites visited, Nkangala TVET College's Mpondozankomo Campus, had filed all the necessary documents. Sixty-two percent of the lecturers (compared with 59% in 2016) had included their personal details in the files. Sixty-nine percent of the sites (compared with 71% in 2016) could provide a syllabus for the instructional offering. Sixty-two percent had a pacesetter or year plan (29% in 2016) but only 46% of these plans were used as planning tools. Lesson plans and teaching resources were available at 77% of the sites (compared with 88% in 2016). Thirty-nine percent of the sites (29% in 2016) had not reviewed their students' tasks. Fifty-four percent of the sites indicated that they used past examination papers for additional exercises, compared to 94% in 2016. Only 62% of the sites had kept minutes of instructional offering meetings (53% in 2016). There was thus not a great deal of improvement with regard to the contents of the instructional offering files.

#### b) Lecturers' assessment files

Documents relating to the assessment of the instructional offering must be kept as a Portfolio of Assessment. Two colleges, Nkangala College's Mpondozankomo Campus and Northlink's Wingfield Campus, had complied with this and all the documents were available. Sixty-nine percent of the sites were able to produce their assessment schedules and the assessment tools (two tasks with marking guidelines) were filed in 77% of cases. There was evidence of 54% of the tasks having undergone pre-assessment moderation, as opposed to 77% in 2016, and 54% had been moderated post-assessment, compared with 82% in 2016. There was thus a significant increase in non-compliance with the internal moderation processes.

In the following table, the observations of the external moderators with regard to the PoA are reflected:

**Table 10J: Portfolios of Assessment**

| Instructional offering | College and site | Comments |
|---|---|---|
| **Electrical Trade Theory N2 and N3** | Tshwane Institute of Technology | The lecturers needed assistance with compiling a PoA as important documents were missing. |
| **Electrical Trade Theory N2 and N3** | Northern Cape Rural: Kathu | The lecturer reported that two different files had to be prepared, one for the DHET and another for Umalusi and requested that this practice be stopped. |
| **Instrument Trade Theory N3** | Umfolozi: Esikhawini | There was a instructional offering file but no PoA. The lecturer's details could thus not be verified. |
| **Logic Systems N3** | Johannesburg Central: Ellis Park | No PoA was produced and the lecturer was unavailable when a meeting with the external moderator was requested. |

Eighty-five percent of the sites provided mark sheets, compared with 94% in 2016, but only 46% of the marks had been captured electronically, compared with 71% in 2016. Sixty-two percent of the sites had captured, transcribed and converted their marks correctly, compared with 71% in 2016.

Sixty-two percent of the tests had been used for term marks (77% in 2016).

There were moderation reports and checklists in 62% of the PoA (71% in 2016). Sixty-nine percent of the sites appeared to have followed a syllabus, compared with 65% in 2016, but only 62% of the visited sites provided evidence of the ICASS guideline being consulted (59% in 2016). There was evidence in only 39% of the PoA that students' performance for each task had been analysed. This is similar to the finding of 41% in 2016. Very little improvement was thus evident.

The following table highlights the areas in which the ICASS guidelines had not been used:

**Table 10K: ICASS Guidelines not used**

| Instructional offering | College and site | Comments |
|---|---|---|
| **Industrial Electronics N3** | Pretoria Central Correctional Services | The policies of correctional services were not aligned with those of the DHET. |
| **Instrument Trade Theory N3** | Umfolozi: Esikhawini | The college did not comply with the DHET's ICASS Guidelines in its assessment practices. |
| **Logic Systems N3** | Johannesburg Central: Ellis Park | The external moderator regarded this campus as extremely non-compliant and felt that an urgent intervention was called for. |
| **Mathematics N2** | The SAJ Competency Training Institute | This campus did not observe the stipulations in the ICASS Guidelines of 2017, particularly with regard to the establishment of marking guidelines, the recording of marks, internal moderation and monitoring and reporting. |

### 10.3.10 Assessment tasks

Sixty-two percent of the tasks and tests (a drop from 88% in 2016) were copies of previous question papers. Sixty-nine percent of the tasks, compared with 82% in 2016, covered a substantial amount of work and 69% of the weighting and spread was appropriate (a significant decline from 88% in 2016). Sixty-nine percent of the marks, a slight rise from 65% in 2016, had been converted to reflect the correct weighting for the instructional offering.

Eighty-five percent of the tasks met the cognitive demands and were set at the right level, in line with the 88% of the previous year. Seventy-seven percent of the tasks (65% in 2016) varied in terms of difficulty and 77% assessed a variety of knowledge and skills (compared with 82% in 2016), with 77% being a combination of short, medium and extended questions, as in 2016. Seventy-seven percent of tasks reflected the latest developments in the instructional offering (an improvement on the 65% of 2016) and 69% allowed for creative responses, also an improvement on the 41% of 2016.

### 10.3.11 Internal moderation of tasks

The general impression of the external moderators was that internal moderation was a neglected area at most of the sites visited, as indicated above. Even though there was an

internal moderator's checklist in the files at 62% of the sites (82% in 2016), in only 54% of cases was it of an appropriate standard, slightly fewer than the 59% in 2016. Qualitative feedback to the lecturer took place in only 31% of instances, compared with 35% in 2016. Where recommendations had been made, only 23% of lecturers had responded to these (compared to 35% in 2016). At 62% of the sites, 10% of the tasks had been moderated (more than the 59% in 2016) but in only 54% of cases did the internally moderated sample contain the full range of marks, compared with a much higher 65% in 2016. At 23% of the sites (significantly fewer than the 41% in 2016), the assessor was provided with qualitative feedback; 23% of these individuals followed up on recommendations (35% in 2016).

The following two colleges can be commended for full compliance in their internal moderation processes: Northern Cape Rural TVET College's Kathu Campus and Flavius Mareka TVET College's Sasolburg Campus.

The following table reflects external moderators' observations on internal moderation at some of these sites:

**Table 10L: Lack of internal moderation of tasks**

| Instructional offering | College and site | Comments |
|---|---|---|
| **Mathematics N2** | The SAJ Competency Training Institute | This campus did not have an internal moderation procedure. |
| **Fitting and Machining Theory N2** | Berea Technical College | There was little evidence of post-moderation at this college. |
| **Instrument Trade Theory N3** | Umfolozi: Esikhawini | It appeared that there was no internal moderation at this campus. |
| **Platers' Theory N2** | Central Johannesburg: Alexandra | In the absence of a senior lecturer, the lecturers moderated each other's work, compromising the internal moderation practices. |
| **Radio and Television Theory N3** | Northlink: Wingfield | Internal moderation was poor. |

### 10.3.12 Technical aspects

Had there been better pre-moderation practices, the technical aspects of the tasks might have improved. Seventy-seven percent of the tasks were neatly typed, containing all the relevant information with clear, unambiguous instructions, compared with 82% in 2016. Eighty-five percent of the tasks used appropriate language and terminology (94% in 2016). In 85% of instances, the mark allocation was clear and the marks in the question papers corresponded with those in the marking guidelines (94% in 2016). Illustrations were of good quality in 77% of instances, compared with 76% in 2016. In 69% of cases (76% in 2016), the tasks were numbered correctly and the time allocation of the tasks was realistic 77% of the time (82% in 2016).

### 10.3.13 Marking tools

Eighty-five percent of the marking tools were appropriate and relevant, compared with 88% in 2016. Seventy-seven percent allowed for alternative responses (65% in 2016) and 62% were clear and neatly typed with clear mark allocations for sections of questions in 77% of cases (71% in 2016). Seventy-seven percent of the marking tools were easy to use, compared with 71% in 2016.

### 10.3.14 Student performance

At 77% of the sites (94% in 2016), the students interpreted the questions well and their responses to the tasks were good. At 69% of the sites (82% in 2016), marking was consistent with the marking guidelines and the marks allocated were a true reflection of the students' abilities. Eighty-five percent of the sites (88% in 2016) reflected an acceptable standard and quality of marking and had totalled and transferred marks accurately. Only 39% of the assessors (29% in 2016) had provided students with feedback. This feedback was judged as irrelevant, inadequate or unfocussed. Internal moderation had taken place at 62% of the sites (77% in 2016) but at only 46% of these sites (58% in 2016) was the standard of internal moderation acceptable.

### 2.3.15 Compliance check of additional instructional offerings

The external moderators were requested to ascertain the compliance of documents pertaining to three instructional offerings, namely Mathematics N3, Engineering Science N2 and N3 at the sites visited. Mark sheets for the additional instructional offerings at Ellis Park Campus of the Central Johannesburg TVET College had been sent electronically to the external moderator; this matter of outstanding evidence of tests will be followed up. The external moderators found that there was a discrepancy between the numbers enrolled according to data received from the DHET regarding these instructional offerings and the numbers registered at the college at the following sites:

**Table 10M: Numbers enrolled according to the DHET and registered at the site**

| Instructional offering | College and site | DHET | Mark sheet |
|---|---|---|---|
| **Engineering Science N2** | Johannesburg Central: Alexandra | 294 | 259 |
| **Mathematics N3** | Johannesburg Central: Alexandra | 156 | 103 |
| **Engineering Science N2** | Baal Perazim | 36 | 5 |
| **Engineering Science N3** | Baal Perazim | 82 | 18 (36 in register) |
| **Mathematics N3** | Baal Perazim | 82 | 12 |
| **Engineering Science N2** | Berea Technical College | 341 | Unverifiable |
| **Engineering Science N3** | Berea Technical College | 9 | |
| **Mathematics N3** | Berea Technical College | 9 | |
| **Engineering Science N2** | Umfolozi: Esikhawini | 110 | Unverifiable |
| **Engineering Science N3** | Umfolozi: Esikhawini | 55 | |
| **Mathematics N3** | Umfolozi: Esikhawini | 52 | |
| **Engineering Science N2** | Northern Cape Rural: Kathu | 181 | Unverifiable |
| **Engineering Science N3** | Northern Cape Rural: Kathu | 128 | |
| **Mathematics N3** | Northern Cape Rural: Kathu | 128 | |
| **Engineering Science N3** | Pretoria Central Correctional Services | 14 | 13 |
| **Engineering Science N2** | Tshwane Institute of Technology | 106 | Unverifiable |
| **Engineering Science N3** | Tshwane Institute of Technology | 217 | |
| **Mathematics N3** | Tshwane Institute of Technology | 218 | 240 |

Eighty-three percent of the sites had kept a record of class attendance and 64% had implemented the 80% class attendance rule. It must be pointed out that at Northern Cape Rural TVET College's Kathu Campus, the South African Students Congress (SASCO) had overridden the 80% attendance rule for the trimester and this had affected two students in N2. There was evidence at 72% of the sites that Test 1 had been administered, and at 58% that Test 2 had been administered.

Sites that were not fully compliant are listed in the following table:

**Table 10N: One or both tests not done**

| College and site | Instructional offering | Test 1 | Test 2 | ICASS mark |
|---|---|---|---|---|
| **Berea Technical College** | Mathematics N3 | Could not be verified. Files were sent to DHET for monitoring. | | |
| **Umfolozi: Esikhawini** | Engineering Science N3 | Could not be verified. | | |
| | Mathematics N3 | Could not be verified. | | |
| **Northern Cape Rural: Kathu** | Engineering Science N2 | Yes | No | Yes |
| | Engineering Science N3 | Could not be verified. Files were sent to DHET for monitoring. | | |
| | Mathematics N3 | Could not be verified. Files were sent to DHET for monitoring. | | |
| **Pretoria Central Correctional Services** | Engineering Science N2 | No | No | No |
| | Engineering Science N3 | No | No | No |
| | Mathematics N3 | No | No | No |
| **Tshwane Institute of Technology** | Engineering Science N2 | No | No | No |
| | Engineering Science N3 | No | No | No |
| | Mathematics N3 | Yes | No | No |

The external moderators' general findings are reflected in the following table:

**Table 10O: General findings of spot check**

| College | Site | Comments |
|---|---|---|
| **Baal Perazim** | | • The names on the computerised class list did not correspond with the mark sheet, or with the attendance list in the class register.<br>• The ICASS mark sheet was incomplete.<br>• Class attendance could not be confirmed as some names had been repeated.<br>• The number of candidates writing the tests differed from those listed in the class register: class register (19), Test 1 (15), Test 2 (10) and final ICASS mark (12). |
| **Central Johannesburg** | Alexandra | • Only one test had been completed. |
| **Berea Technical College** | | • The Mathematics N3 portfolio had been sent to Coastal TVET College for DHET moderation and the findings could thus not be verified.<br>• One N3 student had deregistered after Test 1. |
| **Northern Cape Rural** | Kathu | • Engineering Science N2: Test 2 had been written but not moderated. The unmoderated marks had been captured.<br>• There were no files available for Engineering Science N3 or Mathematics N3 as these had been sent to Kimberley for moderation. |
| **Pretoria Central Correctional Services** | | • There was no evidence of either test or the ICASS mark. |

## 10.4 Areas of Compliance

There were pockets of excellence at some of the moderated sites, some of which have been mentioned above in this chapter. Northlink TVET College's Wingfield Campus was singled out by the external moderator, who found the campus to be well-organised, having executed all tasks well with all relevant documentation available on request.

The following colleges could all share Areas of Compliance with other colleges:

- The assessments for Fitting and Machining Theory N2 at Berea Technical College were finalised only after the internal moderator's proposed changes had been implemented.
- In addition to the textbook, Central Technical College's Durban Campus used a study guide in Plant Operation Theory N3 that explained the content in more detail.
- The range of additional tasks to facilitate understanding of Radio and Television Theory N3 at Northlink TVET College's Wingfield Campus is to be recommended. After completion of each section or module, the students were given informal assessments, additional exercises and basic research projects.

Unfortunately, there were more challenges and concerns than Areas of Compliance.

## 10.5 Areas of Non-compliance

The issue of poor leadership was raised at more than one site.

- At Umfolozi TVET College's Esikhawini Campus, the external moderator found that the campus lacked academic leadership. No monitoring of the instructional offering had taken place; as a result, the lecturer had no PoA. Senior campus management were not available for the external moderation process. The only staff who were available were newly appointed and unable to answer many of the questions or to provide evidence.
- At Central Johannesburg TVET College's Ellis Park Campus, the external moderator was unable to verify any of the files as none were made available.
- At Central Johannesburg TVET College's Alexandra Campus, the lecturers did not have access to computers, printers, photocopiers or the internet. They had to provide their own stationery in order to do their work.
- There was no managerial support at Pretoria Central Correctional Services to improve the quality of teaching and learning.

The external moderator of Water Treatment Practice N3 stated that it appeared that no teaching or learning had taken place at the Baal Perazim College. The internal mark was also in question as there was no evidence of any assessment having taken place.

The following challenges and concerns must be flagged in order that they are addressed:

- Several lecturers were under- or unqualified to teach the instructional offering. Continuous professional development is essential for these lecturers;
- There were not sufficient modern, operational computers at many of the colleges and many students were denied access to the internet. At some colleges, National certificate (Vocational) (NC(V)) students were given preferential treatment when it came to access to computers and the internet;
- Students were not afforded the minimum period of time to complete the syllabus or to prepare for examinations;
- Textbooks were not made available to students at several campuses;
- At no sites was there evidence of proper record-keeping, such as keeping attendance registers and recording and converting marks accurately;

- Many lecturers did not make use of any additional supporting materials that might have made their instructional offering more interesting and comprehensible for students;
- A lack of workplace exposure might have had an impact on the ability of lecturers to prepare their students for the world of work. Lecturers' lack of industry experience had a negative impact on their ability to teach;
- In many cases, instructional offering meetings were not held at colleges;
- Instructional offering files and portfolios of assessment did not follow the ICASS Guidelines;
- Many of the assessment practices were not in line with ICASS's assessment guideline;
- Internal moderation at many colleges did not pass muster. A great deal of internal moderation was simply a formality and did not develop the assessor or improve the tasks for the student; and
- Colleges did not monitor their lecturers' files, suggesting that they were not aware of what was happening in the classroom. Students were ultimately being disadvantaged.

## 10.6 Directives for Compliance and Improvement

In order for teaching and learning to take place effectively at all colleges in this sector, the following directives for compliance and improvement, as suggested by the external moderators, must be addressed by the DHET:

- All lecturers should familiarise themselves with the contents of DHET's ICASS Guidelines;
- Colleges should adhere to the timetabling and other requirements of the instructional offerings that they offer;
- Instructional offering files and portfolios of assessment should be compiled according to the ICASS Guidelines;
- Lecturers should keep proper attendance records and these should be checked on a regular basis. They should also adhere to the DHET's 80% attendance policy;
- Scripts should be kept safely for the period in which the ICASS marks are valid, and registers should be available at all times;
- Lecturers should be trained in assessment and moderation practices, which include the setting of tasks and marking guides according to an assessment grid;
- A process for verifying the accuracy of mark sheets should be devised and followed;
- Moderation should take place according to policy requirements;
- Post-moderation should be more diligent and effective; and
- Proper monitoring of teaching and learning by the college or campus should take place on a regular basis.

## 10.7 Conclusion

The findings of Umalusi's monitoring and moderation visits were disappointing when compared to 2016. Assessment and moderation practices continued to be unsatisfactory. Assessment tasks tended to be based on previous examination papers and internal moderation was largely ineffective. If lecturers are not exposed to the workplace more regularly or encouraged to improve their qualifications and experience through training, they will not be able to share this knowledge with students. The issue of staff training must be addressed urgently to ensure that curriculum delivery takes place more effectively. Campuses that continue to fail to comply with requirements should be dealt with promptly and appropriately.

# CHAPTER 11 SELECTION, APPOINTMENT AND TRAINING OF MARKING PERSONNEL

## 11.1 Introduction

There has been challenges identified in the past with the marking personnel recommended for Report 190/191 programmes. Umalusi therefore found it necessary to monitor the process of selecting marking staff in order to verify whether appropriately qualified and experienced personnel is appointed for this crucial process.

Memorandum TE05 of 2017 dated 08 February 2017 to invite marking personnel to apply for marking 2017 for Engineering Studies N2 – N6, Business Studies N4 – N6 and NC(V) Level 4 instructional offerings was distributed to colleges and campuses.

The purpose of this section of the report is to provide an account on the process implemented for the selection and appointment of marking personnel as observed by Umalusi staff for Report 190/191 Engineering Studies N2 and N3.

## 11.2 Scope and Approach

The DHET held a meeting for selection of markers of Report 190/191 on the 25 and 26 March 2017 at the Department of Basic Education Conference Hall. An Umalusi staff member attended the meeting and monitored the evaluation of applications and the marker selection process. Nine of the ten marking centre management teams expected attended the meeting. The focus of Umalusi was to sample the applications of marking personnel applications to form an impression of the process.

The marker selection panels consisted of Department of Higher Education and Training officials from the Chief Directorate: National Examinations and Assessment (CD: NEA), marking centre managers as well as the deputy marking centre managers of the national as well as the provincial marking centres, and SADTU maintained its observer status.

The purpose of the meeting was not only to evaluate the applications and make recommendations for the appointment of markers, chief markers and internal moderators, but also to reiterate the marking centre management teams' responsibilities and address Areas of Non- Compliance.

The marking centre management staff of each marking centre was provided with an opportunity to select and recommend their marking staff in accordance with the stipulated criteria. The staff were expected to have completed capturing lists of their marking centres before the commencement of the selection process. Unfortunately, some marking centres did not manage to complete the process.

In an attempt to solve the recurring challenge of a shortage of marking personnel for certain instructional offerings, the DHET intended to mark identified instructional offerings at more or specific marking centres.

Allocation of instructional offerings to be marked at Provincial Marking Centres depended on the markers' applications received. If there was one or two applications for certain instructional offerings, it would not be a viable option to mark such an instructional offering at provincial level.

According to the memorandum, in addition to the Personnel Administrative Measures (PAM), chapter E and paragraph 4.1 to 4.3 of the Employment of Educators Act 76 of 1998, applications were invited from suitably qualified meeting the following criteria:

- Three-year post-school qualification which must include the instructional offering concerned at second or third year level or other appropriate post matric qualifications) persons who have taught the instructional offering(s) appearing on the examinations timetables for 2017 at the respective level for appointment as markers;
- The applicant must have taught the instructional offering at the relevant level within the last two years and have a minimum of at least three full years' teaching experience in the instructional offering;
- All applications must be supported by the Head of Department (HOD) and Campus Manager of the applicant and signed accordingly. All applications not signed by both the HOD and Campus Manager will not be processed and result in the affected applicants being eliminated from the process;
- All completed application forms must be signed off by the Deputy Principal: Academic. All documentation not signed off by the Deputy Principal: Academic will not be processed and result in the affected applicants being eliminated from the process; and
- All applications had to be accompanied by certified copies of the applicant's identity document, highest qualification, academic record for the instructional offering applied for and SACE registration certificate. Non-South Africans also had to submit copies of their work permits, passports and proof of residence. A schedule of applications (list of all applicants) had to be submitted per qualification (Report 190/191 or NC(V)) per college.

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

A total number of 158 applications were sampled by Umalusi from 10 instructional offerings for all marking centres except Kwa-Thema, as the instructional offerings marked at this marking centre fall outside Umalusi's mandate. Of the 158 applications, 23 applications were not recommended for various reasons which included applicants not teaching the instructional offering and lack of adequate experience as stipulated on the memorandum referred to earlier in this chapter.

## 11.3 Summary of Findings

The findings are based on the completeness of application forms, qualifications of applicants, teaching experience, supporting documents and assessment of recommendations of panels.

### 11.3.1 Completeness of application forms

The 2016 monitoring of appointment of markers report indicated that the applicants and the management of colleges seem not to take the application process seriously. Although there were notable improvements, the challenge of applicants and/or management of colleges not completing the application in full was still observed.

According to the criteria: All applications must be supported by the HOD and Campus Manager of the applicant and signed accordingly. All applications not signed by both the HOD and Campus Manager would not be processed and resulted in the affected applicants being eliminated from the process.

The criteria further indicates: All completed application forms must be signed off by the Deputy Principal: Academic. All documentation not signed off by the Deputy Principal: Academic will not be processed and result in the affected applicants being eliminated from the process.

Of the applications sampled and approved by the selection panels, 16 applicants (12%) were recommended without the approval of the college management, either the HOD, Campus Manager or the Deputy Principal Academic. Three of the applications were from two private colleges which seems not have the Deputy Principal Academic.

Of the 23 applications that were not recommended by the selection panels, 16 (70%) were approved by the college management although they did not meet the criteria as stipulated.

### 11.3.2 Qualifications of applicants

According to the criteria for selection of markers, the incumbent must have at least a three year post matriculation qualification which must include the instructional offering concerned at second or third year level or other appropriate post matric qualifications. It is open for different interpretations. Of the applications recommended from the sample, 10 (7%) applicants did not have a minimum of three year post matriculation qualification.

The issue of the teachers' qualifications is not clearly stated on the PAM document and national manual. More than half of the recommended applications, 76 applicants (56%) did not have a teacher's or education qualification. That equates to more than half of the selected markers not qualified lecturers.

### 11.3.3 Teaching experience

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

Of all the recommended applications sampled, 20 applicants (15%) did not have the minimum of at least three full years of teaching experience in the instructional offering and/or did not teach the instructional offering at the relevant level within the last two years.

### 11.3.4 Supporting documents

The criteria applicable to the selection process also state that all applications had to be accompanied by certified copies of the applicant's identity document, highest qualification, academic record for the instructional offering applied for and SACE registration certificate. Non-South Africans also had to submit copies of their work permits, passports and proof of residence. Below are the findings in relation to supporting documents:

- **SACE attachments**
  There were 36 applicants (26%) approved with no SACE certificates attached. Of the 36 applicants, 11 (31%) were recommended as either Chief Marker or Internal Moderator.

- **Supporting documents: Qualifications, certified SACE certificates, identity document copies, academic records, SAQA evaluations, work permits and proof of residence (foreign applicants) not attached or certified**
  Twenty applications (15%) were approved without either certified qualifications, SACE certificates, identity document copies, academic records, SAQA evaluations, work permits and or proof of residence. Nine of the applications (45%) without the appropriate supporting documents were recommended for either Chief Marker or Internal Moderator.

### 11.3.5 Assessment of recommendations of panels

Some of the recommendations of the panels were not consistent. A chief marker of 68 years was recommended by the selection panel without any supporting documents and with the highest qualification indicated on the application as an N6 certificate.

### 11.3.6 General observations

The PAM criteria pose certain challenges for the appointment of marking personnel, for example lecturers that due to experience are teaching the instructional offering at a higher level are excluded from possible selection. The nett effect could be that a less qualified and experienced marker be appointed.

## 11.4 Areas of Compliance

The monitoring of the DHET process revealed that:

- There is a system with detailed processes in place for recruitment and appointment of marking personnel;
- Appointed marking personnel received detailed information on what is expected of them; and
- Almost all the marking centres' management teams attended the meeting.

## 11.5 Areas of Non-compliance

The following shortcomings were observed in terms of the process and other matters. These require urgent interventions:

- Applicants submitting incomplete application forms;
- College managers approving applications that did not meet the criteria;
- Unconditional recommendation of applicants that do not meet the requirements or whose application forms were incomplete by the selection panels – thus Inconsistent implementation of criteria and double standards when appointing marking personnel;
- Capturing of information from applications not completed before the selection of markers process commenced;
- Applications approved where SACE certificates were not attached as a supporting document; and
- Exclusion of the criteria that required applicants to furnish their previous classroom teaching performances from the application form.

## 11.6 Directives for Compliance and Improvement

The recruitment of markers should be treated as seriously as any other recruitment process. It is recommended that the DHET consider the following:

- Incomplete forms must not be accepted by the Colleges and DHET;
- Marking centres should not select markers for their respective centres as a pattern of inconsistencies have been noticed;
- Capturing of information from applications should be completed before the selection of markers commences to amongst others prevent possible appointment of a marker for more than one instructional offering or level and subsequent shortage of markers that could possibly only be picked up with the onset of marking;
- The evaluation of markers' performance is considered when appointments are made; and
- Performance of applicants students should be considered as it can serve as an indication of the capability and reliability of the marking staff.

## 11.7 Conclusion

Success in recruiting quality markers depend largely on the hands of campuses, colleges and marking centre panels. Action must be taken against college managers approving markers who do not meet the criteria. The quality of markers shortlisted must start with recruiting adequately qualified lecturers to teach the students.

Umalusi needs to continue with the monitoring process to confirm that the future appointment of marking personnel is in line with the criteria and to monitor their performance to ensure effective marking and credible results.

The criteria for the appointment of Report 190/191 marking personnel should be reviewed and revised.

# CHAPTER 12 STANDARDISATON OF REPORT 190/191 MARKING GUIDELINES

## 12.1 Introduction

The marking guideline discussion meetings provide a platform for markers, chief markers, internal moderators and Umalusi's moderators to standardise and approve the final guidelines that are to be used to mark candidates' scripts. This process ensures that all marking personnel have a common understanding of how to mark candidates' responses. This is aimed at eliminating inconsistencies during marking.

Umalusi's participation in the marking guideline discussion meetings was intended to ensure the credible and transparent finalisation of the marking guidelines.

A staggered approach was followed in the finalisation of the marking guidelines for the Report 190/191 Engineering Studies N2 and N3 instructional offerings. The N2 marking guidelines were standardised by panels comprising the marking staff (markers, chief markers and internal moderators) of Gauteng, and in certain instructional offerings other provinces, before they were shared with other provincial marking centres. The finalised N2 marking guidelines were distributed electronically to the nine provincial marking centres.

The marking guideline discussion meetings for Report 190/191 Engineering Studies N2 and N3 November 2017 examinations took place between 11 November and 2 December 2017 at Pretoria West, Centurion, Mpondozankomo, Iqhayiya, Northdale, Thornton, Seshego, Hillside View, Brits and Nelspruit marking centres. Centralised marking centres for the marking of the N3 scripts were established at the Pretoria West, Iqhayiya, Hillside View and Seshego campuses. Instructional offerings marked at these centres were Electrotechnology, Engineering Science, Industrial Electronics and Mathematics. The marking panel attended the training conducted by the marking centre management and, in addition, markers were trained by the chief markers and internal moderators to ensure that marking processes in all instructional offerings were consistent and fair.

## 12.2 Scope and Approach

Representatives from Umalusi attended the marking guideline discussion meetings for a sample of four N2 and 12 N3 instructional offerings at the marking centres listed in tables 12A and 12B below.

**Table 12A: N2 marking guideline discussion meetings attended**

| No. | Instructional offering | Date | Marking Centre |
|---|---|---|---|
| **1.** | Engineering Drawing N2 | 18/11/2017 | Centurion |
| **2.** | Building Drawing N2 | 18/11/2017 | |
| **3.** | Engineering Science N2 | 25/11/2017 | |
| **4.** | Plating and Structural Steel Drawing N2 | 02/12/2017 | |

**Table 12B: N3 marking guideline discussion meetings attended**

| No. | Instructional offering | Date | Marking Centre |
|---|---|---|---|
| **1.** | Building and Civil Technology | 02/12/2017 | Pretoria West |
| **2.** | Business English First Language | 02/12/2017 | Nelspruit |
| **3.** | Electrotechnology | 02/12/2017 | Pretoria West |
| **4.** | Engineering Drawing | 11/11/2017 | |
| **5.** | Engineering Science | 25/11/2017 | |
| **6.** | Mathematics | 18/11/2017 | |
| **7.** | Mechanotechnology | 25/11/2017 | |
| **8.** | Motor Trade Theory | 25/11/2017 | Iqhayiya |
| **9.** | Plating and Structural Steel Drawing | 18/11/2017 | Pretoria West |
| **10.** | Radio and Television Theory | 02/12/2017 | |
| **11.** | Supervision in Industry | 02/12/2017 | Centurion |
| **12.** | Water Treatment Practice | 02/12/2017 | Pretoria West |

The marking guideline discussion meetings were chaired by the internal moderator or the chief marker. After the discussions, each response was endorsed by Umalusi before the marking guidelines were approved. After dummy script marking had taken place, any further discrepancies or additional responses were discussed and agreed upon before the final marking guidelines were approved and signed off.

The marking guideline discussions were conducted according to the evaluation criteria and quality indicators set by Umalusi, as described in Table 12C below.

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

| Criterion | Indicators |
|---|---|
| **Staff attendance** | The appointed markers, chief marker, internal moderator and external moderator attended the marking guideline discussion.<br>All participants arrived on time for the training session. |
| **Appointment of marking staff** | Markers, chief marker(s), and the internal moderator(s) were appointed on time.<br>Marking personnel received their appointment letters before the marking guideline discussions. |
| **External moderation** | Recommended changes made to the question paper and the marking guidelines. |
| **Sample marking** | The chief marker or the internal moderator marked a sample of examination scripts before the marking guideline discussion. |
| **Adjustments to the marking guidelines** | The chief marker or the internal moderator made appropriate adjustments to the marking guidelines before the marking guideline discussions. |
| **Chairperson of the marking guideline discussion meeting** | Management of the marking guideline discussion meeting. |
| **Participants' preparedness for the marking guideline discussions** | Chief marker, internal moderator and all the markers came prepared to the marking guideline discussions. |
| **Adjustments to the marking guidelines during the marking guideline discussions** | Indication of adjustments made to the marking guidelines during the marking guideline discussions. |
| **Justification for changes to the marking guidelines** | Changes made to the marking guidelines are justified. |
| **Influence of changes to the marking guideline on the cognitive level of the answers/responses** | Indication of whether changes to the marking guidelines influenced the cognitive level of the answers/responses required from candidates. |
| **Role of the external moderator in the marking guideline discussions** | Role played by the external moderator during the marking guideline discussions. |
| **Sample marking of examination scripts** | Process of sample marking:<br>Markers received examination scripts to mark after the marking guideline discussion. |

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

Umalusi paid special attention to the preparedness of marking personnel, the quality or standard of the meetings and attendance at meetings. The moderators also confirmed the accuracy of the marking guidelines to be used during the marking process.

## 12.3 Summary of Findings

Tables 12D and 12E present the findings of the marking guideline discussions, as reflected in the external moderator reports. The statistics are derived from sample reports per instructional offering selected in the process.

**Table 12D: Findings of the marking guideline discussions for N2 instructional offerings**

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Attendance/absenteeism of participants** | The chief markers of three instructional offerings in three provinces (75%) (Gauteng, North West and Mpumalanga) did not attend the marking guideline discussions, compared to 67% in November 2016. | Engineering Drawing N2<br>Building Drawing N2<br>Plating and Structural Steel Drawing N2 |
| | All internal moderators from Gauteng attended the meeting, in increase from the 67% in November 2016. | Engineering Drawing N2<br>Building Drawing N2<br>Plating and Structural Steel Drawing N2<br>Engineering Science N2 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Attendance/absenteeism of participants** | In two instructional offerings (50%), the participants were late and marking guideline discussion meetings started without them; they did join later, however. | Engineering Drawing N2<br>Engineering Science N2 |
| | Internal moderators from North West and Mpumalanga did not attend the marking guideline discussion meeting. | Engineering Drawing N2<br>Building Drawing N2 |
| **Appointment of marking staff** | All internal moderators and chief markers received their appointment letters before the marking guideline discussion meetings. | Engineering Drawing N2<br>Building Drawing N2<br>Plating and Structural Steel Drawing N2<br>Engineering Science N2 |
| **External moderation changes** | In one instructional offering, 25% (an increase from 17% in November 2016) of the external moderator's recommended changes were not made to the marking guideline. | Engineering Drawing N2 |
| | In three instructional offerings (75%) (A decrease from 83% in November 2016) the external moderator's recommended changes were made. | Building Drawing N2<br>Plating and Structural Steel Drawing N2<br>Engineering Science N2 |
| **Preparedness of appointed participants** | In one instructional offering (25%), the North West chief marker submitted an incomplete marking guideline. | Building Drawing N2 |
| | In three instructional offerings (75%), all the participants came prepared and submitted their marking guidelines. This was an increase from 67% in the November 2016 examination. | Engineering Drawing N2<br>Plating and Structural Steel Drawing N2<br>Engineering Science N2 |
| **Adjustments to the marking guidelines during the marking guideline discussions** | In all the sampled instructional offerings (100%), adjustments were made to the marking guidelines. This was an improvement from the 83% in the November 2016 examination. Mark redistribution, alternative answers and typing errors were all justifiable reasons for adjusting the marking guidelines. | Engineering Drawing N2<br>Building Drawing N2<br>Plating and Structural Steel Drawing N2<br>Engineering Science N2 |
| | The changes made to the marking guidelines had no influence on the cognitive levels of the answers/responses required from candidates, as was the case in the November 2016 examination. | Engineering Drawing N2<br>Building Drawing N2<br>Plating and Structural Steel Drawing N2<br>Engineering Science N2 |
| **Participation in the marking guideline discussions** | In the case of all the sampled instructional offerings, all those who were present participated actively in the marking guideline discussions. | Engineering Drawing N2<br>Building Drawing N2<br>Plating and Structural Steel Drawing N2<br>Engineering Science N2 |
| **Role of the external Moderator** | The external moderators from two instructional offerings (50%) played the role of observer and assisted when clarification was required, an increase from 33% in November 2016. | Engineering Drawing N2<br>Building Drawing N2 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Role of the external moderator** | The external moderators from two instructional offerings participated in the discussions, providing clarification, support and guidance, and making recommendations where necessary. | Plating and Structural Steel Drawing N2<br>Engineering Science N2 |
| **Sample marking** | Scripts were received from all instructional offerings for sample marking. | Engineering Drawing N2<br>Building Drawing N2<br>Plating and Structural Steel Drawing N2<br>Engineering Science N2 |
| | In three instructional offerings (75%), each marker marked a copy of the same script to test consistency of marking. | Engineering Drawing N2<br>Plating and Structural Steel Drawing N2<br>Engineering Science N2 |
| | In one instructional offering (25%), not all markers marked the same copy of an answer script. | Building Drawing N2 |
| | In all the instructional offerings, each marker received a sample of scripts from a range of centres in order to determine the need to add additional/alternative responses. | Engineering Drawing N2<br>Building Drawing N2<br>Plating and Structural Steel Drawing N2<br>Engineering Science N2 |
| **Adherence to the marking guidelines in sample marking** | All participants (100%) present at the marking guideline discussion meeting adhered to the marking guideline as discussed. No discrepancies were reported. | Engineering Drawing N2<br>Building Drawing N2<br>Plating and Structural Steel Drawing N2<br>Engineering Science N2 |
| **Rating of the chief marker performance in sample marking** | The chief marker's performance rating was good for three instructional offerings. | Engineering Drawing N2<br>Building Drawing N2<br>Plating and Structural Steel Drawing N2 |
| | The chief marker's rating was excellent in one of the sampled instructional offerings. | Engineering Science N2 |
| **Rating of internal moderation in sample marking** | Internal moderation in three instructional offerings (75%) was rated as good (an increase from 33% in the November 2016 examination). | Building Drawing N2<br>Engineering Drawing N2<br>Plating and Structural Steel Drawing N2 |
| | Internal moderation in one instructional offering (25%) was rated as excellent, compared to 33% in the November 2016 examination. | Engineering Science N2 |
| **Measures to address issues of inconsistency and calculation errors** | Scripts marked in sample marking were moderated by chief marker and/or internal moderator and inconsistencies were discussed with the marker involved. | Building Drawing N2<br>Engineering Science N2<br>Plating and Structural Steel Drawing N2<br>Engineering Drawing N2 |
| **Adjustments to the marking guidelines after sample marking** | No adjustments were made to the marking guidelines after sample marking in any of the sampled instructional offerings; as in the November 2016 examination. | Building Drawing N2<br>Engineering Science N2<br>Plating and Structural Steel Drawing N2<br>Engineering Drawing N2 |
| **Signing off of marking guidelines** | Marking guidelines for all sampled instructional offerings (100%) were signed off and submitted to the marking centre manager, as in the November 2016 examination. | Building Drawing N2<br>Engineering Science N2<br>Plating and Structural Steel Drawing N2<br>Engineering Drawing N2 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Measures regarding Translated marking guidelines** | In three sampled instructional offerings (75%), translated marking guidelines were not received. | Engineering Science N2<br>Plating and Structural Steel Drawing N2<br>Engineering Drawing N2 |
| | The translated marking guidelines were received for one sampled instructional offering (25%), compared to 50% in the November 2016 examination. | Building Drawing N2 |
| **Complaints regarding Ambiguous questions, questions beyond the scope of the syllabus or above the level of candidates** | No complaints were made with regard to ambiguous questions, questions beyond the scope of the syllabus or above the level of candidates in any of the sampled instructional offerings (100%), an improvement from the 83% of the November 2016 examination. | Building Drawing N2<br>Engineering Science N2<br>Plating and Structural Steel Drawing N2<br>Engineering Drawing N2 |
| **Minutes of the marking guideline discussions** | The minutes of the marking guideline discussion meetings for all sampled instructional offerings were submitted to the marking centre manager. | Building Drawing N2<br>Engineering Science N2<br>Plating and Structural Steel Drawing N2<br>Engineering Drawing N2 |
| **Adjusted marking guidelines** | The adjusted marking guidelines for all sampled instructional offerings were submitted to the marking centre manager. | Building Drawing N2<br>Engineering Science N2<br>Plating and Structural Steel Drawing N2<br>Engineering Drawing N2 |
| **Overall conduct of chief markers, markers and internal moderators** | No complaints about any of the participants present at the marking guideline discussion meetings were reported. This was an improvement from November 2016 where cases of misconduct were reported in 33% of the instructional offerings. | Building Drawing N2<br>Engineering Science N2<br>Plating and Structural Steel Drawing N2<br>Engineering Drawing N2 |

**Table 12E: Findings of the marking guideline discussions for Report 190/191 N3 instructional offerings**

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Attendance/absenteeism of participants** | All the chief markers (100%) of the sampled instructional offerings attended the marking guideline discussion meetings, an improvement from the 90% attendance of the November 2016 examination. | Building and Civil Technology N3<br>Business English First Language N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| | The internal moderator for one instructional offering (8%) was absent from the marking guideline discussion meeting. | Motor Trade Theory N3 |
| | Only 50% of participants were on time for the marking guideline discussion meetings (an improvement from 30% in the | Building and Civil Technology N3<br>Business English First Language N3<br>Engineering Science N3<br>Motor Trade Theory N3<br>Radio and Television Theory N3 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Attendance/absenteeism of participants** | November 2016 examination, however). | Water Treatment Practice N3 |
| **Training** | Fifty percent of the marking staff attended the DHET/MCM training, a decrease from 70% in the November 2016 examination. | Building and Civil Technology N3<br>Electrotechnology N3<br>Engineering Science N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Water Treatment Practice N3 |
| **Appointment of marking staff** | In 11 instructional offerings (92%), no new staff were appointed; they had been appointed in April 2017 for the whole year. | Building and Civil Technology N3<br>Business English First Language N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plating and Structural Steel Drawing N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| | A new appointment was made in one instructional offering (8%), as someone had retired. | Radio and Television Theory N3 |
| | All participants received notification of their appointment before the marking guideline discussion meeting, as they had been appointed in April 2017. They were informed by short message service (sms) and electronic mail (email). | Building and Civil Technology N3<br>Business English First Language N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Motor Trade Theory N3<br>Mathematics N3<br>Mechanotechnology N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| **External moderation changes** | All the external moderators' recommendations and/or changes were effected in all the sampled instructional offerings, as in the November 2016 examination. | Building and Civil Technology N3<br>Business English First Language N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| **Marking of sampled scripts** | In nine instructional offerings (75%), the chief marker/internal moderator did not mark sampled scripts before the marking guideline discussion meetings, a decrease from 90% in the November 2016 examination. | Business English First Language N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plating and Structural Steel Drawing N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Marking of sampled scripts** | In three instructional offerings (25%), the chief marker/internal moderator marked a sample of scripts before the marking guideline discussion meetings. | Building and Civil Technology N3<br>Electrotechnology N3<br>Radio and Television Theory N3 |
| **Adjustments to the marking guidelines before the marking Guideline discussions** | In nine instructional offerings (75%), no adjustments were made to the marking guidelines before the marking guideline discussion meetings, an increase from 70% in the November 2016 examination. | Building and Civil Technology N3<br>Business English First Language N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| | Adjustments to the marking guideline were made in three instructional offerings (25%) before the marking guideline discussion meetings. | Electrotechnology N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3 |
| **Preparedness of appointed participants** | In 67% of the instructional offerings, participants came to the meeting prepared with their own marking guideline, an increase from the 50% of the November 2016 examination. | Building and Civil Technology N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mechanotechnology N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Water Treatment Practice N3 |
| | In 33% of the instructional offerings, participants did not come to the meeting with their own marking guideline. | Business English First Language N3<br>Mathematics N3<br>Motor Trade Theory N3<br>Supervision in Industry N3 |
| **Adjustments to the marking guidelines during the marking Guideline discussions** | Adjustments were made to all the marking guidelines for all the sampled instructional offerings (100%) during the marking guideline discussion meetings. These changes were all justified as they were in the main the addition of alternative answers/responses to the examination questions. This was also the case in the November 2016 examination. | Building and Civil Technology N3<br>Business English First Language N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| **Influence of adjustments to the marking guidelines on the cognitive level of the answers/responses required** | The adjustments to the marking guidelines did not influence the cognitive level of answers in any instructional offerings, as in the November 2016 examination. | Building and Civil Technology N3<br>Business English First Language N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| **Role of the external Moderator** | External moderators from Umalusi attended marking guideline | Building and Civil Technology N3<br>Business English First Language N3 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Role of the external moderator** | discussion meetings for 11 instructional offerings. They participated in the meeting in an advisory capacity, guiding and supporting the chief marker, internal moderator and markers and assisting them in following the marking guidelines closely and accurately in order to avoid disadvantaging or advantaging any candidates unduly. | Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3 |
| | In one instructional offering, the external moderator did not attend the marking guideline discussion meeting as a result of miscommunication of the date and time of the meeting. | Water Treatment Practice N3 |
| **Sample marking** | In 11 instructional offerings, markers received scripts for sample marking after the marking guideline discussion meetings (compared to 100% in the November 2016 examination). | Building and Civil Technology N3<br>Business English First Language N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| | Markers and the internal moderator in one instructional offering were not present at the marking guideline discussion meeting and were thus unable to mark the sample scripts. | Motor Trade Theory N3 |
| | In 83% of instructional offerings, markers marked the same script to determine consistency in their marking, and also received and marked a sample of scripts from different marking centres. | Building and Civil Technology N3<br>Business English First Language N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mathematics N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| **Guidance/training provided to markers during sample marking** | In all the instructional offerings where sample marking took place, there was continuous assistance and interaction between the internal moderator and markers to guide and monitor consistency of marking (compared to 50% of instructional offerings in the November 2016 examination). | Building and Civil Technology N3<br>Business English First Language N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Adherence to the marking guidelines in sample marking** | In 10 instructional offerings, markers adhered to the marking guidelines during the sample marking. | Building and Civil Technology N3<br>Business English First Language N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mechanotechnology N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| | In one instructional offering, markers did not fully adhere to the marking guideline and were too lenient towards candidates. | Mathematics N3 |
| **Rating of marker performance in sample marking** | Marker performance was rated highly in seven instructional offerings (58%). | Building and Civil Technology N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mathematics N3<br>Mechanotechnology N3<br>Water Treatment Practice N3 |
| | Marker performance was rated average in two instructional offerings (18%). | Business English First Language N3<br>Supervision in Industry N3 |
| | Marker performance was rated excellent in two instructional offerings (18%). | Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3 |
| **Rating of internal moderation in sample marking** | No internal moderation took place in the case of one instructional offering as only the chief marker was present and scripts had not arrived from the examination centres. | Motor Trade Theory N3 |
| | No internal moderation took place in one instructional offering. | Water Treatment Practice N3 |
| | Internal moderation of three (25 %) instructional offerings was rated as good, a decrease from 40% in the November 2016 examination. | Business English First Language N3<br>Supervision in Industry N3<br>Mechanotechnology N3 |
| | Internal moderation of two instructional offerings (17 %) was rated as average, an increase from 10% in the November 2016 examination. | Mathematics N3<br>Engineering Science N3 |
| | Internal moderation of five instructional offerings (42 %) was rated as excellent, an increase from 30% in the November 2016 examination. | Building and Civil Technology N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3 |
| **Measures to address issues of inconsistency and calculation errors** | In one instructional offering, the entire script was remarked if a difference of two marks was encountered. | Building and Civil Technology N3 |
| | In seven instructional offerings, markers were informed of inconsistencies by the chief marker and internal moderator; thereafter, the script was corrected. | Business English First Language N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mathematics N3 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Measures to address issues of inconsistency and calculation errors** | | Plating and Structural Steel Drawing N3<br>Supervision in Industry N3 |
| | In one instructional offering, the mark allocation and transferring of marks was monitored by an examination assistant to prevent calculation errors. | Mechanotechnology N3 |
| | In one instructional offering, the external moderators indicated that no inconsistencies had been found during the sample marking process. | Radio and Television Theory N3 |
| **Adjustments to the marking guidelines after sample marking** | In five instructional offerings (42%), adjustments were made to the marking guideline after sample marking, an increase from 10% in November 2016. | Business English First Language N3<br>Engineering Drawing N3<br>Mechanotechnology N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| | In seven instructional offerings (58%), no adjustments were made to the marking guideline after sample marking. | Building and Civil Technology N3<br>Electrotechnology N3<br>Engineering Science N3<br>Mathematics N3<br>Motor Trade Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3 |
| **General conduct of participants during the marking guideline discussions** | In 10 instructional offerings (83%), the general conduct of participants was exemplary and professional. | Building and Civil Technology N3<br>Business English First Language N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Radio and Television Theory N3<br>Water Treatment Practice N3<br>Plating and Structural Steel Drawing N3 |
| | In one instructional offering, one marker did not submit his/her marking guideline and in a second instructional offering, the chief marker allowed incorrect answers to be marked correct. | Mathematics N3<br>Supervision in Industry N3 |
| **Signing off the marking guidelines** | All external moderators in all sampled instructional offerings (100%) signed off the marking guidelines. | Building and Civil Technology N3<br>Business English First Language N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| **Measures concerning translated marking guidelines** | Eleven instructional offerings (92%) did not have translated marking guidelines, compared to 88% in the November 2016 examination. | Building and Civil Technology N3<br>Business English First Language N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Measures concerning Translated marking guidelines** | | Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plating and Structural Steel Drawing N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| | In one instructional offering, although the marking guideline was in English one marker was able to mark Afrikaans scripts and had done so previously. | Radio and Television Theory N3 |
| **Complaints with regard to ambiguous questions, questions beyond the scope of the syllabus or above the level of candidates** | In seven instructional offerings (58%), there were no complaints with regard to ambiguous questions or questions that were beyond the scope of the syllabus or above the level of candidates. | Building and Civil Technology N3<br>Electrotechnology N3<br>Engineering Science N3<br>Mathematics N3<br>Motor Trade Theory N3<br>Radio and Television Theory N3<br>Water Treatment Practice N3 |
| **Minutes of the marking guideline discussions** | In eleven instructional offerings (92%), the minutes of the marking guideline discussion meeting were submitted to the marking centre manager. | Building and Civil Technology N3<br>Business English First Language N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3 |
| | In one instructional offering (8%), minutes were not provided to the external moderator as the meeting took place the day before he arrived. | Water Treatment Practice N3 |
| **Adjusted marking guidelines** | In 11 instructional offerings (92%), the adjusted marking guidelines were submitted to the marking centre manager. | Building and Civil Technology N3<br>Business English First Language N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3 |
| | In one instructional offering, the adjusted marking guideline was not submitted as per the marking guideline discussion meeting, but the external moderator submitted it to the marking centre manager on the day of the visit. | Water Treatment Practice N3 |

## 12.4 Areas of Compliance

With some minor exceptions, the following areas of compliance were observed:

- All the chief markers of N3 attended the marking guideline discussion meetings;
- Participation during the marking guideline discussions was active as all those who were present in both N2 and N3 instructional offerings contributed to the discussions;
- Preparation and submission of personal marking guidelines before the meeting was reported in 75% of N2 instructional offerings (an increase from 67% in the November 2016 examination) and in 67% of N3 instructional offerings (an increase from 50% in the November 2016 examination) ;
- Adherence to the marking guideline during sample marking was reported as 91% for N3 and 100% for N2 instructional offerings;
- All appointments of staff who participated in marking guideline discussion meetings were made in April 2017 thus these individuals were part of the November 2017 discussions as well;
- General conduct of all participants during the marking guideline discussion meetings was professional;

## 12.5 Areas of Non-compliance

The external moderators' findings highlighted the following areas of non-compliance during the marking guideline discussion meetings:

- No internal moderation took place for Motor Trade Theory N3 or Water Treatment Practice N3 instructional offerings;
- In N3 instructional offerings, 33% of participants did not submit the worked out marking guideline;
- In one N2 instructional offering, the marker submitted an incomplete marking guideline.
- The chief markers and internal moderators of 75% of the N3 instructional offerings did not mark the expected sample scripts before the marking guideline discussion meetings took place; and
- Fifty percent of both N2 and N3 marking staff arrived late for the marking guideline discussion meetings, after the commencement of the marking guideline discussions.

## 12.6 Directives for Compliance and Improvement

The following points are recommended in order to improve the process of conducting marking guideline discussion meetings:

- Measures should be taken to deal with participants who do not submit their personal marking guidelines.
- Internal moderation of sample marking must be done in all instructional offerings and the marking centre manager should follow up on participants who do not comply with this.
- Marking centres should ensure that sample marking by chief markers and internal moderators takes place prior to the marking guideline discussion meeting. These officials should familiarise themselves with the documents before markers arrive.

- Latecomers should not be tolerated and measures must be put in place to ensure that participants adhere to the set time and do not inconvenience others who arrive on time.

## 12.7 Conclusion

The marking guideline discussions for the November 2017 Report 190/191 examinations were successfully completed. A concern was raised that some markers did not submit their own worked-out marking guidelines to indicate that they had understood the question papers. The internal moderators, chief markers and Umalusi officials were active participants at these meetings. During the meetings, answers to questions in the marking guidelines for the sampled instructional offerings were discussed rigorously with the aim of establishing the accuracy of the guidelines and to determine whether alternative answers were acceptable, where applicable.

All the marking guideline discussion meetings were found to be fruitful and successfully conducted.

# CHAPTER 13: VERIFICATION OF REPORT 190/191 MARKING

## 13.1 Introduction

Verification of marking is of vital importance as it is largely through this process that the standard and quality of marking is verified. Umalusi validates the process of marking and furthermore ascertain if marking was conducted fairly and whether there was consistency in the application of marking guidelines.

Umalusi does verification of marking after marking guideline discussions, to allow external moderators to identify discrepancies and inconsistencies that might occur during the marking process and request the necessary adjustments in the marking process where necessary.

Umalusi verified N3 scripts marked at Pretoria West, Iqhayiya, Nelspruit and Centurion, which is 40% of the marking centres marking N3 instructional offerings. N2 scripts were verified at Centurion, Northdale, Mpondozankomo and Iqhayiya, which is 50% of the marking centres marking N2 instructional offerings. The N2 marking was, conducted provincially at marking centres across the 8 provinces. Certain N2 instructional offerings with low enrolments and/or specialised instructional offerings were only marked in certain provinces.

## 13.2 Scope and Approach

A total of 30 instructional offerings were selected for verification of marking, 10 instructional offerings were for N2 and 20 instructional offerings for N3. Umalusi staff, in addition, visited the Pretoria West marking centres on 2 December 2017 to monitor the marking venue on the day of the marking guideline discussions and commencement of the marking of most instructional offerings and on the 5 December 2017 Umalusi monitored the marking process.

Tables 13A and 13B indicate the instructional offerings, dates and marking centres that were chosen and visited for the verification of marking process.

**Table 13A: N2 verification of marking**

| No. | Instructional offering | Date | Marking Centre |
|---|---|---|---|
| **1.** | Building Drawing | 05/12/2017 | Northdale |
| **2.** | Diesel Trade Theory | 06/12/2017 | Mpondozankomo |
| **3.** | Electrical Trade Theory | 04/12/2017 | Centurion |
| **4.** | Engineering Drawing | 05/12/2017 | Centurion |
| **5.** | Engineering Science | 03/12/2017 | Centurion |
| **6.** | Fitting and Machining Theory | 07/12/2017 | Northdale |
| **7.** | Industrial Electronics | 06/12/2017 | Mpondozankomo |
| **8.** | Mathematics | 05/12/2017 | Iqhayiya |
| **9.** | Plating and Structural Steel Drawing | 04/12/2017 | Centurion |
| **10.** | Refrigeration Trade Theory | 06/12/2017 | Centurion |

**Table 13B: N3 verification of marking**

| No. | Instructional offering | Date | Marking Centre |
|---|---|---|---|
| **1.** | Building and Civil Technology | 06/12/2017 | Pretoria West |
| **2.** | Building Drawing | 4-5/12/2017 | Pretoria West |
| **3.** | Business English – First Language | 3-4/12/2017 | Nelspruit |
| **4.** | Diesel Trade Theory | 05/12/2017 | Pretoria West |
| **5.** | Electrical Trade Theory | 05/12/2017 | Pretoria West |
| **6.** | Electrotechnology | 03/12/2017 | Pretoria West |
| **7.** | Engineering Drawing | 04/12/2017 | Pretoria West |
| **8.** | Engineering Science | 06/12/2017 | Ighayiya |
| **9.** | Industrial Organisation and Planning | 06/12/2017 | Centurion |
| **10.** | Instrument Trade Theory | 05/12/2017 | Pretoria West |
| **11.** | Logic Systems | 05/12/2017 | Pretoria West |
| **12.** | Mathematics | 04/12/2017 | Iqhayiya |
| **13.** | Mechanotechnology | 05/12/2017 | Pretoria West |
| **14.** | Motor Trade Theory | 06/12/2017 | Iqhayiya |
| **15.** | Plant Operation Theory | 05/12/2017 | Pretoria West |
| **16.** | Plating and Structural Steel Drawing | 03/12/2017 | Pretoria West |
| **17.** | Radio and Television Theory | 06/12/2017 | Pretoria West |
| **18.** | Supervision in Industry | 04/12/2017 | Centurion |
| **19.** | Water Treatment Practice | 06/12/2017 | Pretoria West |
| **20.** | Waste-Water Treatment Practice | 06/12/2017 | Pretoria West |

Each moderator had to sample scripts from across the provinces marked at the specific marking centre. Table 13C indicates the number of scripts sampled and the provinces included in the sample per instructional offering. It must be noted that not all instructional offerings were offered or marked in all provinces.

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

| Instructional offerings | Number of provinces | Number of exam centres sampled within each province | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Western Cape | Northern Cape | Free State | Eastern cape | KwaZulu-Natal | Mpuma-langa | Limpopo | Gauteng | North West | 10* |
| **Building and Civil Technology N3** | 5 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 3 | 0 | 0 |
| **Building Drawing N2** | 1 | 0 | 0 | 0 | 0 | 18 | 0 | 0 | 0 | 0 | 0 |
| **Building Drawing N3** | 7 | 2 | 0 | 0 | 3 | 2 | 3 | 3 | 2 | 3 | 0 |
| **Business English First Language N3 Paper 1** | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 |
| **Diesel Trade Theory N2** | 1 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 |
| **Diesel Trade Theory N3** | 4 | 0 | 0 | 0 | 0 | 1 | 5 | 4 | 7 | 0 | 0 |
| **Electrical Trade Theory N2** | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 0 | 0 |
| **Electrical Trade Theory N3** | 8 | 1 | 1 | 1 | 1 | 3 | 2 | 6 | 5 | 0 | 0 |
| **Electrotechnology N3** | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 0 |
| **Engineering Drawing N2** | 5 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 10 | 1 | 1 |
| **Engineering Drawing N3** | 10 | 3 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 1 |
| **Engineering Science N2** | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 0 | 2 |
| **Engineering Science N3** | 1 | 0 | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Fitting and Machining Theory N2** | 1 | 0 | 0 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 0 |
| **Industrial Organisation and Planning N3** | 5 | 0 | 1 | 3 | 0 | 0 | 2 | 1 | 1 | 0 | 0 |
| **Industrial Electronics N2** | 1 | 0 | 0 | 0 | 0 | 0 | 14 | 0 | 0 | 0 | 0 |
| **Instrument Trade Theory N3** | 4 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 |
| **Logic Systems N3** | 7 | 4 | 1 | 1 | 4 | 2 | 0 | 6 | 11 | 0 | 0 |
| **Mathematics N2** | 1 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |

| Instructional offerings | Number of provinces | Number of exam centres sampled within each province | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Western Cape | Northern Cape | Free State | Eastern cape | KwaZulu-Natal | Mpuma-langa | Limpopo | Gauteng | North West | 10* |
| **Mathematics N3** | 1 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Mechanotechnology N3** | 10 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 2 |
| **Motor Trade Theory N3** | 7 | 1 | 0 | 1 | 4 | 2 | 0 | 1 | 3 | 0 | 0 |
| **Plant Operation Theory N3** | 7 | 1 | 0 | 1 | 1 | 3 | 2 | 4 | 4 | 0 | 0 |
| **Plating and Structural Steel Drawing N2** | 5 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 5 | 0 | 1 |
| **Plating and Structural Steel Drawing N3** | 10 | 2 | 1 | 1 | 0 | 2 | 1 | 3 | 2 | 1 | 1 |
| **Radio and Television Theory N3** | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 0 | 0 |
| **Refrigeration Trade Theory N3** | 4 | 1 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 0 |
| **Supervision in Industry N3** | 8 | 0 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 0 |
| **Water Treatment Practice N3** | 5 | 1 | 0 | 0 | 0 | 1 | 1 | 2 | 5 | 0 | 0 |
| **Waste-Water Treatment Practice N3** | 7 | 1 | 0 | 1 | 2 | 2 | 2 | 3 | 4 | 0 | 0 |

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

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

| Criterion | Quality indicators |
|---|---|
| **Marking guideline discussions** | Changes made to the marking guidelines during the marking guideline discussions at the marking centre. |
| | Additions made to the marking guidelines during the marking process, e.g. further possible correct answers identified after the commencement of marking. |
| | The communication process used to ensure consistent marking across marking centres, if further changes were made to the marking guidelines. |
| **Marking** | All anticipated examination scripts received for marking at this centre. |
| | Examination centres that had outstanding examination scripts. |
| | Training for marking conducted. |
| | Marking approach followed. |
| | Adherence to the marking guidelines. |
| | Standard of marking. |
| | Marking administration:<br>Prescribed procedure for the allocation of marks followed;<br>Marks indicated per question; and<br>Mistakes clearly indicated.<br>Marks correctly transferred to the cover page of the examination script and to the mark sheet.<br>Mark sheets completed correctly.<br>Notes kept throughout the marking period to facilitate report writing. |
| | Marking control:<br>Name list of who responsible for the marking of each question.<br>Marker indicated his/her code/name.<br>Name of the internal moderator clearly indicated. |
| **Internal moderation** | Evidence of internal moderation throughout the marking process. |
| | Criteria used for the sampling of examination scripts. |
| | Sample of centres internally moderated. |
| | Internal moderation process. |
| | Standard of internal moderation. |
| | Number/percentage of scripts moderated. |

| Criterion | Quality indicators |
|---|---|
| **Response to the examination question paper** | Candidates' performance in line with predictions.<br>Evidence of the performance of candidates. |
| **Prevention and handling of irregularities** | Evidence and reporting of irregularities. |
| **Reports** | Chief markers, markers and internal moderators prepared/contributed to qualitative reports. |
| | Quality assurance of the reports. |
| | Submission and use of reports. |

## 13.3 Summary of Findings

Table 13E and 13F present the findings from the verification of marking process as reported by Umalusi's moderators.

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

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Marking guideline discussion** | Changes were made to the marking guidelines of 70% of the instructional offerings at the marking guideline discussion meetings. This is an increase when compared to 57% of instructional offerings where changes were effected in the 2016 examination. | Electrical Trade Theory N2<br>Engineering Drawing N2<br>Engineering Science N2<br>Fitting and Machining Theory N2<br>Industrial Electronics N2<br>Mathematics N2<br>Plating and Structural Steel Drawing N2 |
| | No changes were made to the marking guidelines of 30% of the instructional offerings at the marking guideline discussion meetings. | Building Drawing N2<br>Diesel Trade Theory N2<br>Refrigeration Trade Theory N2 |
| | For 90% of the instructional offerings the changes made did not affect the cognitive demand. | Building Drawing N2<br>Diesel Trade Theory N2<br>Electrical Trade Theory N2<br>Engineering Drawing N2<br>Engineering Science N2<br>Fitting and Machining Theory N2<br>Industrial Electronics N2<br>Plating and Structural Steel Drawing N2<br>Refrigeration Trade Theory N2 |
| | In 10% of the instructional offerings there were changes made which impacted on the cognitive demand due to reduction of marks. | Mathematics N2 |
| | Additions were made to 30% of the marking guidelines during the marking process. | Fitting and Machining Theory N2<br>Industrial Electronics N2<br>Mathematics N2 |
| | No further additions were made to 70% of the marking guidelines during the marking process. | Building Drawing N2<br>Diesel Trade Theory N2<br>Electrical Trade Theory N2<br>Engineering Drawing N2<br>Engineering Science N2<br>Plating and Structural Steel Drawing N2<br>Refrigeration Trade Theory N2 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Marking** | In 80% of the instructional offerings, training for marking was conducted throughout the marking process. | Electrical Trade Theory N2<br>Engineering Drawing N2<br>Engineering Science N2<br>Fitting and Machining Theory N2<br>Industrial Electronics N2<br>Mathematics N2<br>Plating and Structural Steel Drawing N2<br>Refrigeration Trade Theory N2 |
| | Training for marking was not observed during the verification of marking for 20% of the instructional offerings. | Building Drawing N2<br>Diesel Trade Theory N2 |
| | Adherence to marking guideline was rated as good in 80% of the instructional offerings. An improvement as compared to 44% of the 2016 examination. | Building Drawing N2<br>Diesel Trade Theory N2<br>Electrical Trade Theory N2<br>Engineering Drawing N2<br>Engineering Science N2<br>Industrial Electronics N2<br>Plating and Structural Steel Drawing N2<br>Refrigeration Trade Theory N2 |
| | Adherence to marking guideline was rated average in 10% of the instructional offerings. | Fitting and Machining Theory N2 |
| | Adherence to marking guideline was rated poor in 10% of the instructional offerings. | Mathematics N2 |
| | The prescribed procedure for allocation of marks was followed in 70% of the instructional offerings. This is less as compared to 86% of the instructional offerings which followed the prescribed procedure in the 2016 examination. | Building Drawing N2<br>Electrical Trade Theory N2<br>Engineering Drawing N2<br>Engineering Science N2<br>Mathematics N2<br>Plating and Structural Steel Drawing N2<br>Refrigeration Trade Theory N2 |
| | Prescribed procedure for allocation of marks was not followed in 30% of the instructional offerings. | Diesel Trade Theory N2<br>Fitting and Machining Theory N2<br>Industrial Electronics N2 |
| | In 90% of the instructional offerings, marks were indicated per question, a decrease from 100% of the 2016 examination. | Building Drawing N2<br>Diesel Trade Theory N2<br>Electrical Trade Theory N2<br>Engineering Drawing N2<br>Engineering Science N2<br>Fitting and Machining Theory N2<br>Mathematics N2<br>Plating and Structural Steel Drawing N2<br>Refrigeration Trade Theory N2 |
| | One instructional offering's (10%) marks were not indicated per question. | Industrial Electronics N2 |
| | Mistakes were clearly indicated in 90% of the instructional offerings. An improvement from 86% of the 2016 examination. | Building Drawing N2<br>Diesel Trade Theory N2<br>Electrical Trade Theory N2<br>Engineering Drawing N2<br>Engineering Science N2<br>Industrial Electronics N2<br>Mathematics N2 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Marking** | | Plating and Structural Steel Drawing N2<br>Refrigeration Trade Theory N2 |
| | In 10% of the instructional offerings, mistakes were not clearly indicated. | Fitting and Machining Theory N2 |
| | Marks were transferred correctly in 90% of the instructional offerings from the cover page to the mark sheet. This was less as compared to 100% of the 2016 examination. | Building Drawing N2<br>Diesel Trade Theory N2<br>Electrical Trade Theory N2<br>Engineering Drawing N2<br>Engineering Science N2<br>Industrial Electronics N2<br>Mathematics N2<br>Plating and Structural Steel Drawing N2<br>Refrigeration Trade Theory N2 |
| | Some errors in the transfer of marks to the cover page and mark sheet was evident in one instructional offering (10%). | Fitting and Machining Theory N2 |
| | Mark sheets were completed correctly in 90% of the instructional offerings. An improvement from 86% of the 2016 examination. | Building Drawing N2<br>Diesel Trade Theory N2<br>Electrical Trade Theory N2<br>Engineering Drawing N2<br>Engineering Science N2<br>Industrial Electronics N2<br>Mathematics N2<br>Plating and Structural Steel Drawing N2<br>Refrigeration Trade Theory N2 |
| | In 10% of the instructional offerings mark sheets were not completed correctly. | Fitting and Machining Theory N2 |
| | Notes were kept throughout the marking period to facilitate report writing in 80% of the instructional offerings. This is a significant improvement compared to 29% in 2016 examination. | Building Drawing N2<br>Diesel Trade Theory N2<br>Electrical Trade Theory N2<br>Engineering Drawing N2<br>Engineering Science N2<br>Fitting and Machining Theory N2<br>Mathematics N2<br>Plating and Structural Steel Drawing N2 |
| | In 20% of the instructional offerings, notes were not kept during the marking period to facilitate report writing. | Industrial Electronics N2<br>Refrigeration Trade Theory N2 |
| | The code/name of the marker was indicated in red ink on the cover page next to the question marked in 80% of the instructional offerings. An increase from 71% reported in 2016 examination. | Building Drawing N2<br>Diesel Trade Theory N2<br>Engineering Science N2<br>Fitting and Machining Theory N2<br>Industrial Electronics N2<br>Mathematics N2<br>Plating and Structural Steel Drawing N2<br>Refrigeration Trade Theory N2 |
| | Markers did not indicate their code/names on the cover page in 20% of the instructional offerings. | Electrical Trade Theory N2<br>Engineering Drawing N2 |
| | The name of the internal moderator was clearly indicated on 100% of the examination scripts. A remarkable | Building Drawing N2<br>Diesel Trade Theory N2<br>Electrical Trade Theory N2<br>Engineering Drawing N2 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Marking** | increase from 57% reported in 2016 examination. | Engineering Science N2<br>Fitting and Machining Theory N2<br>Industrial Electronics N2<br>Mathematics N2<br>Plating and Structural Steel Drawing N2<br>Refrigeration Trade Theory N2 |
| **Internal moderation** | In 80% of the instructional offerings, there was evidence of moderation of examination scripts. This is less compared to 86% in 2016 examination. | Building Drawing N2<br>Diesel Trade Theory N2<br>Engineering Drawing N2<br>Engineering Science N2<br>Fitting and Machining Theory N2<br>Industrial Electronics N2<br>Mathematics N2<br>Plating and Structural Steel Drawing N2 |
| | In 20% of the instructional offerings, there was no evidence of moderation of examination scripts by the time of the verification of marking by Umalusi. | Electrical Trade Theory N2<br>Refrigeration Trade Theory N2 |
| | Criteria used for sampling of scripts for internal moderation was a random selection of high, medium and low marks from a batch of scripts for 90% of the instructional offerings. | Building Drawing N2<br>Diesel Trade Theory N2<br>Electrical Trade Theory N2<br>Engineering Drawing N2<br>Engineering Science N2<br>Fitting and Machining Theory N2<br>Industrial Electronics N2<br>Mathematics N2<br>Plating and Structural Steel Drawing N2 |
| | There were no internal moderator appointed for 10% of instructional offerings due to the low number of scripts. | Refrigeration Trade Theory N2 |
| | In 50% of the instructional offerings, a sample of examination scripts from all examination centres were moderated. | Engineering Science N2<br>Fitting and Machining Theory N2<br>Industrial Electronics N2<br>Mathematics N2<br>Plating and Structural Steel Drawing N2 |
| | In 50% of the instructional offerings, not all the examination centres were included in the internal moderation process. | Building Drawing N2<br>Diesel Trade Theory N2<br>Electrical Trade Theory N2<br>Engineering Drawing N2<br>Refrigeration Trade Theory N2 |
| | Whole script moderation approach was used during the internal moderation process in all (100%) the instructional offerings. An increase from 86% of 2016 examination. | Building Drawing N2<br>Diesel Trade Theory N2<br>Electrical Trade Theory N2<br>Engineering Drawing N2<br>Engineering Science N2<br>Fitting and Machining Theory N2<br>Industrial Electronics N2<br>Mathematics N2<br>Plating and Structural Steel Drawing N2 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Internal moderation** | Standard of internal moderation was rated good in 60% of the instructional offerings. An increase from 44% in 2016 examination. | Building Drawing N2<br>Diesel Trade Theory N2<br>Engineering Drawing N2<br>Engineering Science N2<br>Industrial Electronics N2<br>Plating and Structural Steel Drawing N2 |
| | Standard of internal moderation was rated average in 20% of the instructional offerings. | Fitting and Machining Theory N2<br>Mathematics N2 |
| | Standard of internal moderation was rated poor in 10% of the instructional offerings. | Electrical Trade Theory N2 |
| **Response to the examination question paper** | Candidates' performance was in line with predictions in 70% of the instructional offerings. A decrease from 86% reported in 2016 examination. | Building Drawing N2<br>Electrical Trade Theory N2<br>Engineering Science N2<br>Fitting and Machining Theory N2<br>Industrial Electronics N2<br>Mathematics N2<br>Plating and Structural Steel Drawing N2 |
| | Candidates' performance was not in line with predictions in 30% of the instructional offerings. | Engineering Drawing N2<br>Diesel Trade Theory N2<br>Refrigeration Trade Theory N2 |
| | Candidates found question paper difficult in 40% of the instructional offerings | Diesel Trade Theory N2<br>Fitting and Machining Theory N2<br>Mathematics N2<br>Refrigeration Trade Theory N2 |
| | Candidates found question paper fair in 60% of the instructional offerings, this is less compared to 86% reported in 2016 examination. | Building Drawing N2<br>Electrical Trade Theory N2<br>Engineering Drawing N2<br>Engineering Science N2<br>Industrial Electronics N2<br>Plating and Structural Steel Drawing N2 |
| **Prevention and handling of irregularities** | In 80% of the instructional offerings, there were no irregularities reported. This is a notable difference compared to 57% reported in 2016 examination. | Building Drawing N2<br>Diesel Trade Theory N2<br>Electrical Trade Theory N2<br>Engineering Science N2<br>Fitting and Machining Theory N2<br>Mathematics N2<br>Plating and Structural Steel Drawing N2<br>Refrigeration Trade Theory N2 |
| | Twenty percent of the instructional offerings had irregularities that were reported. In one case it was the administrative issues where students wrote on the cover page with a pencil and in the other case the same hand writing appeared in different scripts. All cases were reported to the marking centre manager and were handled accordingly. | Engineering Drawing N2<br>Industrial Electronics N2 |
| **Chief markers and internal moderation of marking reports** | In 90% of the instructional offerings, reports were not completed as marking was still in progress at the time of external moderation visit. | Building Drawing N2<br>Diesel Trade Theory N2<br>Electrical Trade Theory N2<br>Engineering Drawing N2 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Chief markers and internal moderation of marking reports** | | Engineering Science N2<br>Fitting and Machining Theory N2<br>Industrial Electronics N2<br>Mathematics N2<br>Refrigeration Trade Theory N2 |
| | The reports were completed in 10% of the instructional offerings. | Plating and Structural Steel Drawing N2 |
| **Performance of markers, chief markers and internal moderators** | Poor performing markers were identified and reported in 20% of the instructional offerings. | Engineering Drawing N2<br>Mathematics N2 |
| | In 80% of the instructional offerings, no poor performing markers were reported. | Building Drawing N2<br>Diesel Trade Theory N2<br>Electrical Trade Theory N2<br>Engineering Science N2<br>Fitting and Machining Theory N2<br>Industrial Electronics N2<br>Plating and Structural Steel Drawing N2<br>Refrigeration Trade Theory N2 |
| **Conduct at the marking centre** | In 90% of the instructional offerings, it was reported that the overall conduct at the marking centre was good, professional, no cell phones rang, markers were fairly on time and attendance registers were controlled by the chief markers. | Building Drawing N2<br>Diesel Trade Theory N2<br>Electrical Trade Theory N2<br>Engineering Science N2<br>Fitting and Machining Theory N2<br>Industrial Electronics N2<br>Mathematics N2<br>Plating and Structural Steel Drawing N2<br>Refrigeration Trade Theory N2 |
| | In 10% of the instructional offering three markers were absent for two to three days at the marking centre and did not provide valid reasons. Their absence caused a delay in completing the marking process. | Engineering Drawing N2 |

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

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Marking guideline discussion** | No changes were made to 15% of the marking guidelines at the marking guideline discussions held at the marking centres. | Mathematics N3<br>Plant Operation Theory N3<br>Waste-Water Treatment Practice N3 |
| | Additions were made to 25% of the marking guidelines during the marking process. | Building Drawing N3<br>Electrical Trade Theory N3<br>Engineering Drawing N3<br>Industrial Organisation and Planning N3<br>Waste-Water Treatment Practice N3 |
| | No further additions were made to 75% of the marking guidelines during the marking process. | Building and Civil Technology N3<br>Business English First Language N3 Paper 1<br>Diesel Trade Theory N3<br>Electrotechnology N3<br>Engineering Science N3<br>Instrument Trade Theory N3<br>Logic Systems N3 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Marking guideline discussion** | | Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water-Treatment Practice N3 |
| **Marking** | Training of marking personnel was conducted throughout the marking process in 70% of the instructional offerings, this is a decrease as in 2016 training was conducted in 82% of the instructional offerings. | Building and Civil Technology N3<br>Diesel Trade Theory N3<br>Electrical Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Instrument Trade Theory N3<br>Logic Systems N3<br>Mathematics N3<br>Mechanotechnology N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| | Training for marking personnel was not observed in 30% of the instructional offerings. | Building Drawing N3<br>Business English First Language N3 Paper 1<br>Engineering Science N3<br>Industrial Organisation and Planning N3<br>Motor Trade Theory N3<br>Waste-Water Treatment Practice N3 |
| | Adherence to marking rated as good in 65% of the instructional offerings. A significant drop as compared to 90% instructional offerings rated as good in 2016 examination. | Building and Civil Technology N3<br>Building Drawing N3<br>Business English First Language N3 Paper 1<br>Diesel Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Industrial Organisation and Planning N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Water Treatment Practice N3 |
| | Adherence to marking guideline was rated as average in 30% of instructional offerings. | Electrical Trade Theory N3<br>Instrument Trade Theory N3<br>Logic Systems N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Waste-Water Treatment Practice N3 |
| | Adherence to marking guideline was rated as poor in 5% of the instructional offerings. | Mathematics N3 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Marking** | Standard of marking was rated as good in 85% of the instructional offerings, a slight decrease from 88% in the 2016 examination. | Building and Civil Technology N3<br>Building Drawing N3<br>Business English First Language N3 Paper 1<br>Diesel Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Industrial Organisation and Planning N3<br>Logic Systems N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3<br>Waste-Water Treatment Practice N3 |
| | Standard of marking was rated as average in 10% of the instructional offerings. | Electrical Trade Theory N3<br>Instrument Trade Theory N3 |
| | Standard of marking was rated as poor in 5% of the instructional offerings. | Mathematics N3 |
| | Prescribed procedure for allocation of marks was followed in all the instructional offerings (100%). An improvement from 96% observed in the 2016 examination. | Building and Civil Technology N3<br>Building Drawing N3<br>Business English First Language N3 Paper 1<br>Diesel Trade Theory N3<br>Electrical Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Industrial Organisation and Planning N3<br>Instrument Trade Theory N3<br>Logic Systems N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3<br>Waste-Water Treatment Practice N3 |
| | Marks were indicated per question in 95% of the instructional offerings | Building and Civil Technology N3<br>Building Drawing N3<br>Business English First Language N3 Paper 1<br>Diesel Trade Theory N3<br>Electrical Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Marking** | | Industrial Organisation and Planning N3<br>Instrument Trade Theory N3<br>Logic Systems N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| | Marks were not indicated per question in 5% of the instructional offerings. | Waste-Water Treatment Practice N3 |
| | Mistakes were clearly indicated in all the instructional offerings (100%). | Building and Civil Technology N3<br>Building Drawing N3<br>Business English First Language N3 Paper 1<br>Diesel Trade Theory N3<br>Electrical Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Industrial Organisation and Planning N3<br>Instrument Trade Theory N3<br>Logic Systems N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3<br>Waste-Water Treatment Practice N3 |
| | Marks were transferred correctly to the cover page and mark sheet in 90% of the instructional offerings. This is slightly less than the 96% of the instructional offerings where transfer of marks were reported to be correctly done in 2016. | Building and Civil Technology N3<br>Building Drawing N3<br>Business English First Language N3 Paper 1<br>Diesel Trade Theory N3<br>Electrical Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Industrial Organisation and Planning N3<br>Instrument Trade Theory N3<br>Logic Systems N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Water Treatment Practice N3 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Marking** | | Waste-Water Treatment Practice N3 |
| | Marks were not transferred correctly to the cover page and mark sheet in 10% of the instructional offerings. | Engineering Science N3<br>Supervision in Industry N3 |
| | Mark sheets were completed correctly in 95% of the instructional offerings. This is a decrease, 88% of the instructional offerings in 2016. | Building and Civil Technology N3<br>Building Drawing N3<br>Business English First Language N3 Paper 1<br>Diesel Trade Theory N3<br>Electrical Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Industrial Organisation and Planning N3<br>Instrument Trade Theory N3<br>Logic Systems N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Water Treatment Practice N3<br>Waste-Water Treatment Practice N3 |
| | Mark sheets were not completed correctly in 5% of the instructional offerings. | Supervision in Industry N3 |
| | In 80% of the instructional offerings notes were kept throughout the marking period. An increase compared to 74% reported in 2016 examination. | Building and Civil Technology N3<br>Building Drawing N3<br>Business English First Language N3 Paper 1<br>Diesel Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Industrial Organisation and Planning N3<br>Logic Systems N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Waste-Water Treatment Practice N3 |
| | In 20% of the instructional offerings notes were not kept throughout the marking period. | Electrical Trade Theory N3<br>Engineering Science N3<br>Instrument Trade Theory N3<br>Water Treatment Practice N3 |
| | Code/name of the marker was indicated in red ink on the cover page next to the question marked in 80% of the instructional offerings. A slight decrease from 87% of 2016 examination. | Building and Civil Technology N3<br>Building Drawing N3<br>Diesel Trade Theory N3<br>Electrical Trade Theory N3<br>Electrotechnology N3 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Marking** | | Engineering Science N3<br>Industrial Organisation and Planning N3<br>Instrument Trade Theory N3<br>Logic Systems N3<br>Mathematics N3<br>Mechanotechnology N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3<br>Waste-Water Treatment Practice N3 |
| | Code/name of the marker was not indicated in red ink on the cover page next to the question marked in 20% of the instructional offerings. | Business English First Language N3 Paper 1<br>Engineering Drawing N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3 |
| | Name of the internal moderator was clearly indicated on 85% of the instructional offerings. | Building and Civil Technology N3<br>Building Drawing N3<br>Diesel Trade Theory N3<br>Electrical Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Industrial Organisation and Planning N3<br>Instrument Trade Theory N3<br>Logic Systems N3<br>Mathematics N3<br>Mechanotechnology N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3<br>Waste-Water Treatment Practice N3 |
| | Name of the internal moderator was not clearly indicated on 15% of the instructional offerings. | Business English First Language N3 Paper 1<br>Motor Trade Theory N3<br>Plant Operation Theory N3 |
| **Internal moderation** | There was evidence of internal moderation taking place throughout the marking process in 95% of the instructional offerings. This remained almost at the same rate, for 96% of the instructional offering in 2016 examination. | Building and Civil Technology N3<br>Building Drawing N3<br>Business English First Language N3 Paper 1<br>Diesel Trade Theory N3<br>Electrical Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Industrial Organisation and Planning N3<br>Instrument Trade Theory N3<br>Logic Systems N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Internal moderation** | | Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| | There was no evidence of internal moderation having taken place throughout the marking process in 5% of the instructional offerings. | Waste-Water Treatment Practice N3 |
| | Criteria used for sampling of scripts for internal moderation was a random selection of high, medium and low marks on a batch of scripts for all (100%) the instructional offerings. | Building and Civil Technology N3<br>Building Drawing N3<br>Business English First Language N3 Paper 1<br>Diesel Trade Theory N3<br>Electrical Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Industrial Organisation and Planning N3<br>Instrument Trade Theory N3<br>Logic Systems N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3<br>Waste-Water Treatment Practice N3 |
| | In 60% of the instructional offerings, a sample of examination scripts from all examination centres were moderated. | Building and Civil Technology N3<br>Electrical Trade Theory N3<br>Electrotechnology N3<br>Engineering Science N3<br>Industrial Organisation and Planning N3<br>Mathematics N3<br>Mechanotechnology N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| | In 40% of the instructional offerings, scripts from selected examination centres were moderated. | Building Drawing N3<br>Business English First Language N3 Paper 1<br>Diesel Trade Theory N3<br>Engineering Drawing N3<br>Instrument Trade Theory N3<br>Logic Systems N3<br>Motor Trade Theory N3<br>Waste-Water Treatment Practice N3 |
| | Whole script moderation approach was used during the internal moderation | Building and Civil Technology N3<br>Building Drawing N3 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Internal moderation** | process in all (100%) the instructional offerings. | Business English First Language N3 Paper 1<br>Diesel Trade Theory N3<br>Electrical Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Industrial Organisation and Planning N3<br>Instrument Trade Theory N3<br>Logic Systems N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3<br>Waste-Water Treatment Practice N3 |
| | Standard of the internal moderation was rated as good in 90% of the instructional offerings. | Building and Civil Technology N3<br>Building Drawing N3<br>Business English First Language N3 Paper 1<br>Diesel Trade Theory N3<br>Electrical Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Industrial Organisation and Planning N3<br>Logic Systems N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3<br>Waste-Water Treatment Practice N3 |
| | Standard of the internal moderation was rated average in 10% of the instructional offerings. | Instrument Trade Theory N3<br>Mathematics N3 |
| **Response to the examination question paper** | The candidates' performance in 90% of the instructional offerings was in line with the predictions. | Building and Civil Technology N3<br>Building Drawing N3<br>Business English First Language N3 Paper 1<br>Electrical Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Industrial Organisation and Planning N3<br>Instrument Trade Theory N3<br>Logic Systems N3<br>Mathematics N3 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Response to the examination question paper** | | Mechanotechnology N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3<br>Water Treatment Practice N3 |
| | The candidates' performance in 10% of the instructional offerings was not in line with the predictions. | Diesel Trade Theory N3<br>Waste-Water Treatment Practice N3 |
| | Candidates found the question paper fair in 75% of the instructional offerings. | Building and Civil Technology N3<br>Building Drawing N3<br>Business English First Language N3 Paper 1<br>Electrical Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Industrial Organisation and Planning N3<br>Instrument Trade Theory N3<br>Logic Systems N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Water Treatment Practice N3 |
| | Candidates found the question paper difficult in 15% of the instructional offerings. | Diesel Trade Theory N3<br>Supervision in Industry N3<br>Waste-Water Treatment Practice N3 |
| | Candidates found the question paper easy in 10% of the instructional offerings. | Engineering Science N3<br>Radio and Television Theory N3 |
| **Prevention and handling of irregularities** | No irregularities were reported by the time of the external moderator visit in 55% of the instructional offerings. | Building and Civil Technology N3<br>Building Drawing N3<br>Business English First Language N3 Paper 1<br>Engineering Science N3<br>Industrial Organisation and Planning N3<br>Logic Systems N3<br>Mathematics N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3 |
| | Irregularities were reported in 45% of the instructional offerings. | Diesel Trade Theory N3<br>Electrical Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Instrument Trade Theory N3<br>Mechanotechnology N3<br>Supervision in Industry N3<br>Water Treatment Practice N3<br>Waste-Water Treatment Practice N3 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Chief markers and internal moderation of marking reports** | In 45% of the instructional offerings, reports were completed by chief marker, markers and the internal moderator. | Building Drawing N3<br>Diesel Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Industrial Organisation and Planning N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plating and Structural Steel Drawing N3<br>Supervision in Industry N3 |
| | In 35% of the instructional offerings, it was indicated that the reports were still in the process to be completed. | Building and Civil Technology N3<br>Business English First Language N3 Paper 1<br>Engineering Science N3<br>Logic Systems N3<br>Mathematics N3<br>Plant Operation Theory N3<br>Radio and Television Theory N3 |
| | In 20% of the instructional offerings, no reports were compiled at the time of external verification visit. | Electrical Trade Theory N3<br>Water Treatment Practice N3<br>Waste-Water Treatment Practice N3<br>Instrument Trade Theory N3 |
| **Performance of markers, chief markers and internal moderators** | A poor performing marker was identified in 5% of the instructional offering. | Supervision in Industry N3 |
| | For 95% of the instructional offerings no poor performing marker was identified. | Building and Civil Technology N3<br>Building Drawing N3<br>Business English First Language N3 Paper 1<br>Diesel Trade Theory N3<br>Electrical Trade Theory N3<br>Electrotechnology N3<br>Engineering Drawing N3<br>Engineering Science N3<br>Industrial Organisation and Planning N3<br>Instrument Trade Theory N3<br>Logic Systems N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Water Treatment Practice N3<br>Waste-Water Treatment Practice N3 |
| **Conduct at the marking centre** | In 85% of the instructional offerings, conduct at the marking centre was good, professional, no cell phones rang, markers were fairly on time and attendance registers were controlled by the chief markers. | Building and Civil Technology N3<br>Building Drawing N3<br>Business English First Language N3 Paper 1<br>Diesel Trade Theory N3<br>Electrical Trade Theory N3<br>Electrotechnology N3<br>Engineering Science N3<br>Industrial Organisation and Planning N3<br>Instrument Trade Theory N3 |

| Evaluation criteria | Findings and challenges | Sampled instructional offerings involved |
|---|---|---|
| **Conduct at the marking centre** | | Logic Systems N3<br>Mathematics N3<br>Mechanotechnology N3<br>Motor Trade Theory N3<br>Plant Operation Theory N3<br>Plating and Structural Steel Drawing N3<br>Radio and Television Theory N3<br>Supervision in Industry N3 |
| | In 5% of the instructional offerings the marking was already completed on the day of verification of marking visit and all markers had left the venue thus the moderator could not report on this aspect. | Engineering Drawing N3 |
| | In 10% of the instructional offerings the venue was noisy due to construction happening outside the venue but overall markers were fairly well behaved. | Water Treatment Practice N3<br>Waste-Water Treatment Practice N3 |

## 13.4 Areas of Compliance

DHET has introduced systems in place to ensure that marking process is fair and successful. Umalusi observed and noted the areas of good practice and compliance, mentioned below:

- For N2 90% of the marks were transferred and captured correctly without errors between the cover page and DHET mark sheet;
- In 80% of the N2 instructional offerings notes were kept during the marking to facilitate report writing at the end of the marking process; and
- Training for marking at the marking centre conducted during the marking process at 70% in N3 and 80% in N2; and
- An improvement was noted on the adherence to marking guideline. Thus the marking was fair and consistent.

## 13.5 Areas of Non-compliance

External moderators' reports revealed the following areas of concern:

- Forty percent for both N2 and N3 internal moderation was not done immediately when marking commenced for all the examination centres.

## 13.6 Directives for Compliance and Improvement

Areas of concern were identified in the marking process. The DHET must ensure that:

- Internal moderation is ongoing throughout the marking process to ensure that it is a meaningful exercise that serves the purpose it is intended for;
- All markers keep notes during the marking process and this be used to enhance the quality of the chief marker reports;

- Markers that are absent without valid reasons during the marking period be reprimanded and their future appointments be reconsidered; and
- The non-correlation between the enrolments and the number of centres included in the moderation exercise be investigated.

## 13.7 Conclusion

Based on the reports of the external moderators provided it can be concluded that the marking process for the November 2017 examination for Report 190/191: Engineering Studies N2 and N3 was successfully completed. The process of marking can be described as generally valid and reliable. Most question papers appeared to be fair to the candidates and the performance of most candidates was in keeping with expectations. The standard of marking and moderation in the majority of the instructional offerings was acceptable. Marking centres management should enforce ongoing moderation of scripts to alleviate inconsistency in marking.

# CHAPTER 14 STANDARDISATION AND RESULTING

## 14.1 Introduction

Standardisation is a statistical process used to mitigate the effects on performance of factors other than candidates' ability and knowledge. The standardisation of examination results is necessary to minimise the variation in marks from one examination session to the next. The reasons for this variability may include the standard of question papers or the quality of marking.

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

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

Standardisation involves various procedures to ensure that the process is carried out accurately. These include the verification of instructional offering structures, the capturing of marks and the computer system of the respective assessment body. It also involves the development and verification of norms, and the production of and the verification of standardisation data booklets in preparation for the standardisation meetings.

## 14.2 Scope and Approach

The Department of Higher Education and Training (DHET) presented a total of 59 instructional offerings for the standardisation of the Report 190/191: Engineering Studies N2 as well as four N3 Business Languages.

During the standardisation process, qualitative reports from external moderators, internal moderators, monitoring reports as well as the principles of standardisation are taken into consideration to inform decisions. The process is concluded with the approval of mark adjustments, statistical moderation and final resulting (where required) per instructional offering.

Umalusi conducted the monitoring of mark capturing; the verification of historical averages; the standardisation; statistical moderation; and the resulting of datasets.

### 14.2.1 Development of the historical averages

The instructional offering structures submitted by the DHET were verified and approved. The historical norm was calculated from the previous six examination sittings. The principle of exclusion was applied to develop the November 2017 final norm.

### 14.2.2 Capturing of marks

Umalusi conducted the verification of the capturing of marks at the following TVET colleges: Orbit (Brits Campus), Tshwane South (Pretoria West Campus), Nkangala (Mpondozankomo Campus) and Capricorn (Seshego Campus).

### 14.2.3 Verification of datasets and standardisation booklets

The datasets were verified before the printing of the final standardisation booklets. The number of candidates processed, the calculation of the norms, the statistical analysis file, raw marks distribution and graphs were verified and approved.

### 14.2.4 Pre-standardisation and standardisation

The qualitative input, chief marker, historical averages, pairs analysis as well as the standardisation principles were considered to determine any adjustments to be made per instructional offering.

### 14.2.5 Post standardisation

The assessment body was required to submit the adjustment file for approval after the standardisation meeting. The N2 and N3 instructional offerings were verified and approved.

## 14.3 Findings and Decisions

### 14.3.1 Development of historical averages

The historical norm for the Report 190/191: Engineering Studies N2 and N3 and the Business Languages was submitted, verified and approved without changes. Outliers were identified in both N2 and N3 Engineering Studies and, the principle of exclusion was applied to the following instructional offerings (Table 14A) that were identified as outliers:

**Table 14A: Instructional offerings with outliers**

| Level | Instructional offering | Excluded examination sitting |
|---|---|---|
| **N2** | Carpentry and Roofing N2<br>11022192 | 201708 |
| | Engineering Drawing N2<br>8090272 | 201708 |
| **N3** | Mathematics N3<br>16030143 | 201604 |
| | Radio and Television Theory N3<br>11040843 | 201608 |

### 14.3.2 Capturing of marks

The DHET developed a management plan and general guidelines for the capturing of marks. Marks for ISAT and ICASS and the end of year examination for Report 190/191: Engineering Studies were captured by the TVET colleges/centres and sent to the DHET as text files and uploaded onto the mainframe. The DHET made spot checks/selective verification to verify the veracity of the marks.

The capturing coordinators were trained by the DHET and they in turn trained the data capturers. All data capturers were appointed by the DHET. The signed contracts as well as a declaration of confidentiality were made available as evidence. The attendance registers and the training manuals were produced as evidence during the verification of capturing of examination marks at the Orbit (Brits Campus), Tshwane South (Pretoria West Campus), Nkangala (Mpondozankomo Campus) and Capricorn (Seshego Campus) TVET colleges.

The DHET makes use of a scanning programme called MPFLOW to manage and control mark sheets. Mark sheets are scanned during despatch and on return.

A total of 3 538 mark sheets for Engineering Studies N3 were scheduled for capturing at Tshwane South TVET College (Pretoria West Campus). At the time of monitoring, 3 437 mark sheets had been captured and verified. A total of 9 175 mark sheets for mostly Engineering Studies N2 were captured and verified at the Capricorn TVET College and only 318 mark sheets were still to be captured at the time of monitoring. The late arrival of mark sheets from other campuses contributed to delays in the capturing schedule. The capturing of marks runs concurrently with the marking process to ensure that all marks are captured for the standardisation process. The DHET uses an offline capturing tool to capture marks. Standalone computers are used to capture marks, and data are backed up daily and exported to the DHET office.

All capturing that is done at the marking centre is verified, i.e. double capturing is applied to authenticate marks. Capturers and verifiers are allocated user IDs. A user ID can only be allocated to one function, either capturing or verifying. This was verified onsite at the Tshwane South (Pretoria West Campus) and Capricorn (Seshego Campus) colleges. However, the capturer and verifier used the same computer and sat next to each other, exposing the process of double capturing to the risk of collusion.

The capturing facilities were under 24-hour security surveillance. Access to the centre was controlled by access cards or a bio-matrix system.

Contingency measures had been taken by all the monitored centres: standby computers were available, daily backup was implemented and captured data were exported to the DHET on a daily basis. A standby UPS was available in case of power failures. The DHET had an arrangement with SITA (BETA) to use their facility as a back-up in the case of system or power failures.

#### 14.3.3 Verification of datasets and standardisation booklets

The DHET systems were verified for the November 2017 examinations standardisation meeting. However, the systems were tested for standardisation process and were approved only on condition that identified errors would be rectified on production. Several submissions were made for statistical moderation but these contained errors that needed to be rectified. Unfortunately, time did not allow the completion of the statistical moderation and resulting.

The datasets for the standardisation process were submitted, verified and approved after several moderations. The following datasets were verified: statistical analysis file, the percentage distribution, raw mark distribution and the pairs analysis. The Report 190/191:

Engineering Studies N2 and N3 files were approved during the first moderation and Business Languages were approved during the second moderation.

The electronic standardisation booklets were approved during the first submission. The DHET had rectified the error identified during the previous adjustments.

### 14.3.4 Pre-standardisation and standardisation

#### a) Pre-standardisation

The pre-standardisation meeting took place on 19 December 2017. The Assessment Standards Committee (ASC) of Umalusi's Council discussed candidate performance per instructional offering. In making its decisions, the ASC also considered qualitative input from reports on some instructional offerings that were presented by Umalusi staff. Preliminary decisions were made on adjustments at this meeting.

#### b) Standardisation meeting

The November 2017 Report 190/191: Engineering Studies N2–N3 results were standardised at a meeting held on 19 December 2017.

The DHET presented a total of 59 instructional offerings for the standardisation of the Report 190/191: Engineering Studies N2 and N3 programmes. Four Business Languages were presented on the same day.

Thirty-six instructional offerings were standardised for the Report 190/191: Engineering Studies and 23 were provisionally standardised; 22 were pending a DHET investigation report on alleged acts of dishonesty and one had a low capture rate. Engineering Science N3, also flagged for investigation, was adjusted provisionally beyond 10% pending the approval of EXCO, as the performance was extraordinarily high in comparison with the previous trimester. No instructional offerings were not standardised. All four Business Languages were standardised.

The decisions taken on the November 2017 Report 190/191: Engineering Studies N2–N3 were informed by trends in candidate performance, qualitative input reports, the historical average and pairs analysis.

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

| Description | Total |
|---|---|
| **Number of instructional offerings presented** | 59 |
| **Raw marks accepted** | 24 |
| **Adjusted (mainly upwards)** | 6 |
| **Adjusted (mainly downwards)** | 6 |
| **Provisionally standardised** | 23 |
| **Not standardised** | - |
| **Number of instructional offerings standardised** | 36 |

**Table 14C: Standardisation decisions: Business Languages**

| Description | Total |
|---|---|
| **Number of instructional offerings presented** | 4 |
| **Raw mark** | - |
| **Adjusted (mainly upwards)** | - |
| **Adjusted (mainly downwards)** | 3 |
| **Provisionally standardised** | 1 |
| **Number of instructional offerings standardised** | 4 |

## 14.4 Areas of Compliance

- The DHET submitted the booklets within the stipulated timeframes.
- The historical average, the standardisation datasets and the electronic booklets for Report 190/191: Engineering Studies N2 and N3 were approved on their first submission.
- The booklets were submitted two days before the standardisation date.

## 14.5 Areas of Non-compliance

- Business Languages and Engineering Studies N3 datasets submitted as a combined document;
- The verification of the statistical moderation and resulting was not completed by the time of the meeting held to approve the results;
- The steep increase in the number of instructional offerings provisionally standardised as a result of alleged acts of dishonesty.

## 14.6 Directives for Improvement and Compliance

The DHET must ensure that the Business Languages datasets are processed separately from the Report 190/191: Engineering Studies N3 data and the verification of the statistical moderation and resulting is completed by the time of the approval meeting for results.

## 14.7 Conclusion

Although there was an increase in the number of provisionally standardised instructional offerings pending a DHET investigation, the credibility of the DHET Report 190/191; Engineering Studies N2 and N3 November 2017 standardisation and statistical moderation and resulting was not compromised.

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

# CHAPTER 15 REPORT 190/191 N3 2017 CERTIFICATION

## 15.1 Introduction

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

Certification is not simply the issuing of a certificate, but the culmination of an examination process made up of various steps conducted by an assessment body, in this instance the Department of Higher Education and Training (DHET).

This process commences with the registration of students and ends with the writing of the examination. After the candidate has written the examination, administered by the assessment body, the examination scripts are marked. These marks are processed and only after quality assurance and approval by Umalusi are students presented with individual Statements of Results. These are preliminary documents outlining the outcomes of the examination, issued by the assessment body. The finalisation and the verification that all examination marks have indeed been captured and processed occurs before the certification is done. The Statement of Results is, in due course, replaced by the final document, a certificate, issued by Umalusi.

In order to ensure that the data for certification are valid, reliable and in the correct format, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when they submit candidate data for the certification of a specific qualification. All records of candidates who are registered for the Report 190/191 (N3) examinations, including those who qualify for an instructional offering only in a particular examination cycle, are submitted to Umalusi for certification.

Umalusi verifies all the data received from the DHET. These data must correspond with the quality assured results, keeping in mind that all changes to marks must be approved before they are released to students. Where discrepancies are detected, the DHET is obliged to provide supporting documentation and explanations for such discrepancies. This process serves to ensure that the candidate is not inadvertently advantaged or disadvantaged as a result of a possible programme and/or human error; it also limits later requests for the reissue of an incorrectly issued certificate.

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

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

## 15.2 Scope and Approach

The Report 190/191 (N3) programme was promulgated as a one-year exit qualification. In order to be awarded the Report 190/191 (N3) certificate, the previous exit qualifications, the N1 and N2, must have been completed and certified.

A combined effort by Umalusi, the DHET and the State Information Technology Agency (SITA) has been made to ensure that outstanding certificates have been issued to all qualifying candidates.

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

## 15.3 Summary of Findings

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

During the State of Readiness visit it was found that the DHET had made improvements to the status of the registration, resulting and certification modules on its IT system. Previous problems that had caused a backlog in the issuing of certificates had been resolved and standard operating procedures were in place to manage the upcoming examination.

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

The registration of Report 190/191 (N3) candidates was complete and the admission letters had been dispatched to all TVET and private colleges.

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

No late entries/registrations or manually generated mark sheets would be accepted. Late entries would be processed as irregularities and would require a proper explanation in order to be entered.

The following certificates were issued for examination dates of November 2016, April 2017 and August 2017:

**Table 15A: Certificates issued for examination dates November 2016, April 2017 and August 2017**

| Type of certificate issued | 201611 | 201704 | 201708 | Total |
|---|---|---|---|---|
| Subject Certificate | 19 905 | 19 929 | 20 989 | 60 823 |
| N3 Certificate | 4 250 | 4 032 | 538 | 8 820 |
| Replacement N3 certificate (Lost) | 25 | 5 | 0 | 30 |
| Replacement NSC | 4 | 0 | 0 | 4 |
| **Total** | **24 184** | **23 966** | **21 527** | **69 677** |

Currently, Umalusi is owed certification fees by private providers in the vocational education and training sector. As these private colleges owe Umalusi money, the issuing of certificates to them has been suspended. Candidates who wish to pay Umalusi directly for the issuing of their certificates may do so – provided that they have adhered to the requirements for the achievement of the qualification.

## 15.4 Areas of Compliance

The areas of compliance and good practice are discussed below:

- The registration of the Report 190/191 (N3) candidates was completed according to management plans for the upcoming examination and the admission letters had been dispatched to all TVET and private colleges. The printing and verification of the preliminary entry schedules followed the loading of the registration data onto the mainframe system. After the corrections, the admission permits/letters were printed and distributed to colleges;
- It was decided that no late entries/registrations or manually generated mark sheets would be accepted. Late entries would be processed as irregularities and would require a formal explanation in order to qualify for entry.

## 15.5 Areas of Non-compliance

The external monitoring and verification processes brought minor areas of concern to the fore that may have affected the successful conduct of the November 2017 examinations and may have led to problems during the certification processes.

The areas of concern identified during the State of Readiness of the DHET are discussed below:

- the following was noted with regard to the registration of students: the identification of duplicate registrations was achieved by running an exception report after entries had been loaded and/or captured;
- Admission letters were printed before the finalisation of the admission requirements for the internal continuous assessment subminimum.

In terms of the certification of candidate achievements for the November 2016 examination, areas of concern were:

- The fact that marks offered for certification differed from marks approved during the resulting process. However, assurance was given by the Information Technology (IT) service provider, SITA, that measures had been taken to ensure that candidates' marks would be "locked" on the IT system and that changes to marks without prior approval would not occur in future;
- The sudden "appearance of raw marks" where a candidate was indicated as absent was an area of concern. It appeared to be the practice to capture marks as absent in order to achieve the required capture percentage. This practice of submitting marks as "absent", only to request concessions at a later stage to change the "absent mark" to a valid mark has implications for the statistical calculations and does not reflect the actual performance of the cohort of students; and
- The changing of marks between the approval of the results and the certification of student achievements as a result of "uncontrollable IT processes" causes delays in the certification of student achievements and poses a risk to the credibility of the qualification.

The certification for Report 190/191 (N3) is generally processed and completed within three months of the release of the results. However, it has come to light that not all certificates were issued for previous examinations and there may be a backlog in the issuing of these.

## 15.6 Directives for Compliance and Improvement

The following are directives for compliance and improvement to the conduct of the examinations and the certification of candidate achievements:

- It is imperative that the registration of candidates is managed effectively at the correct centre, for the correct programme and instructional offering(s). Candidates should be required to sign a schedule of entries, authenticating the accuracy of the registration data;
- The certification of all students must be completed within three months of the release of the results, but should preferably be done in the shortest possible time. This requires that the DHET completes the re-marks, re-checks and irregularities and submits the requests for certification to Umalusi as soon as possible but within three months of the release of the results;
- The practice of capturing marks as absent in order to achieve the required capture percentage must stop. Processes must be established to ensure that all marks are captured on the due date and before the close of mark capture;
- Instances of changes to marks of all candidates in a specific instructional offering at a particular college will be regarded as an irregularity. Sufficient proof and explanation will be required in order for Umalusi to approve such mark changes; and
- The IT system must be enhanced to ensure that once candidates' results have been approved, no changes to the marks will or can be made. Umalusi must give its approval to any mark changes made after the results have been released.

## 15.7 Conclusion

As an assessment body, the DHET has the responsibility to process and submit candidate achievements to Umalusi for certification. Every effort must be made to ensure that all students who qualify for a certificate receive this as soon as possible.

In terms of the registration of studenrts and the certification processes, Umalusi was satisfied that all systems were in place to achieve a successful certification and issuing of certificates for the November 2017 examinations.

# PART C: Monitoring of the conduct, administration and management of the examinations

# CHAPTER 16 MONITORING STATE OF READINESS

## 16.1 Introduction

Umalusi undertakes the monitoring of the state of readiness to conduct national examinations across the assessment bodies that offer the qualifications that are registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

The purpose of this quality assurance process is largely to:

- Gauge the level of preparedness of the assessment bodies to conduct the national examinations;
- Track progress made in implementing directives from previous examinations;
- Verify the systems that have been put in place by the assessment bodies to ensure the credible conduct of examinations; and
- Report on shortcomings after evaluation and verification has been completed, but prior to the commencement of the examination cycle.

## 16.2 Scope and Approach

Umalusi conducted a desktop evaluation and undertook an onsite verification audit at the DHET premises. In order to gather the required data prior to the audit visit, the DHET was provided with a customised self-evaluation instrument to be completed and re-submitted on a date specified by Umalusi.

The second phase of the state of readiness process was the conduct of the audit of the DHET examination systems. This process was conducted by focus group discussions and verification of evidence of each of the processes. The verification audit took place on 16 and 17 October 2017.

The preliminary findings were presented and a session to seek clarity was held at the end of the process.

## 16.3 Summary of Findings

Below are the findings in the prescribed state of readiness focus areas.

### 16.3.1 Management matters

The DHET developed a management plan to administer the November 2017 examinations. A management plan complemented the bigger plan. Within the overall management plan, there were detailed management plans for the different quality assurance processes e.g. marking and standardisation of results.
The DHET is understaffed and requires a coordinating sub-directorate. There was a shortage of professionals in a number of key areas and a mismatch between responsibilities and staff available.

This deficit in staff, amongst others, limited the time available to reflect between examination sessions. It was furthermore reported that the DHET had a shortfall in the 2017 budget.

### 16.3.2 Registration of candidates and examination centres

#### a) Registration of candidates

The registration of National Certificate Vocational (NC(V)) candidates had been completed and the admission letters dispatched to all TVET and private FET colleges. One improvement in the registration process was that all TVET and private FET colleges were required to submit registration data electronically, according to a prescribed format. This was uploaded to the DHET examination system. The manual submission of entry forms had been phased out and this helped to resolve problems of incomplete and delayed submissions.

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

It was reported that no late entries/registrations would be accepted and no manually generated mark sheets would be printed or issued. Late entries would be processed as irregularities and a motivation would be required in order to allow the acceptance of the entries.

Challenges experienced during the registration process were few; however, one concern was that a date of birth that did not correspond with the identity document number had been captured. There was evidence of measures taken to verify personal details of candidates on the national registration register via linkages with the Department of Home Affairs database.

Duplicate registrations of candidates were detected by running an exception report after entries had been loaded and/or captured.

Furthermore, admission letters were printed before the finalisation of the admission requirement of the Internal Continuous Assessment (ICASS) sub-minimum.

Table 16A reflects the number of candidates per level.

**Table 16A: Number of candidates**

| Qualification | Total |
|---|---|
| **NC(V)** | |
| Level 2 | 84 919 |
| Level 3 | 47 353 |
| Level 4 | 36 645 |
| **Total** | **168 917** |

(Data provided by DHET)

Please note that the registration of Report 190/191 Engineering Studies: N2 and N3 candidates were not completed by the time of the state of readiness visit.

### b) Registration of examination centres

Examination centres were registered if they met the requirements as stipulated by the examinations directorate. In cases where centres did not meet these requirements, they were given a second chance to submit their application for registration. Thus, the onus was on the college to submit the evidence and only then would they be registered.

Furthermore, it was noted that the DHET did not audit all examination centres. The DHET however indicated that all examination centres are audited within a three year cycle as stipulated in the policy.

### 16.3.3 Conduct of internal continuous assessment

The DHET moderates the ICASS of a sample of public and private colleges in each province annually. Selected examination centres were instructed to submit evidence of selected subjects to a central point in each province. Subject experts from colleges were appointed to verify the compliance and standard of the ICASS. The moderation of the ICASS by the DHET was conducted during October 2017. Table 16B indicates the number of sampled centres and subjects/instructional offerings in the two programmes:

**Table 16B: Number of centres and subjects/instructional offerings**

| Programme | Number of centres | Number of subjects/instructional offerings |
|---|---|---|
| NC(V) | 82 | 90 |
| Report 190/191 | 84 | 96 |

(Data provided by DHET)

The Internal Continuous Assessment Guidelines for NC(V) and Report 190/191 programmes are annually updated and distributed. These documents contain all requirements to which lecturers are to adhere during the setting and implementation of the ICASS.

### 16.3.4 Printing, packaging and distribution

### a) Printing and packaging of question papers

The DHET's printing of examination materials was outsourced to the Government Printing Works (GPW). Currently, a service level agreement (SLA) exists between the GPW and the DHET for printing, packaging and distribution of question papers. It was found that the DHET had a detailed management plan for printing and packaging of examination materials. Norms and standards for security were well articulated in terms of printing, packaging, storage and delivery of question papers, and these measures were clearly captured in the SLA entered into between the DHET and the GPW.

The following security measures were taken:

- A security guard;
- Access control, access control card and a register; and
- Round the clock security during printing.

During the audit of the infrastructure at the GPW, it was discovered that surveillance cameras had not been installed in the letterpress where large quantity printing was conducted.

A strong room with a triple locking system for safekeeping of examination materials was available and two officials were responsible for keeping a set of keys for the strong room. The security policy clearly stipulated how access to the strong room should be managed.

The printing facility had adopted an Occupation Health and Safety policy and a Health and Safety Committee had been appointed; nonetheless, a fire compliance certificate had not been issued.

The following observations were made:

- The DHET had a process and procedure in place for the storage of examination material;
- Question papers were stored in a strong room until they were dispatched;
- These question papers were recorded in the storage register as per the printing management plan; and
- Spoilt material was shredded and disposed immediately in a locked bin. The contents were removed when the bin was full.

The following packaging process was followed:

- The packaging of question papers that had fewer than 2 000 candidates nationally was done manually while question papers that numbered more than 2 000 candidates nationally were packaged electronically by automated packaging machines; and
- Question papers were packaged in sealed boxes from the printing finishing point to the packaging area.

The following security measures in the packaging area were noted:

- The security officer escorted question papers from printing to packaging area even though the packaging area was very close to the printing area;
- There were surveillance cameras and a security officer at the entrance of the packaging area; and
- The supervisors, team leaders and on occasion directors ensured that there was supervision in the packaging area.

Significantly, in addition to the measures outlined above, the DHET had incorporated additional security features into the Engineering Studies question papers, with a focus on question papers where irregularities had been detected in previous examination sessions. As a precautionary measure the DHET appointed two senior national officials to monitor the printing and packaging process at the GPW.

**b) Distribution**

The dispatch of consignments from the printing warehouse was done according to the management plan provided by the DHET. Skynet was contracted to transport the examination materials. Their vehicles were fitted with tracking devices and they were closely monitored. The DHET had control measures in place for the delivery and tracking of examination material

after it had been dispatched from the GPW warehouse. Courier waybills were issued on receipt of consignments. Once the courier reached the delivery point, the consignment would be checked against the information sent by the DHET.

### 16.3.5 Conduct of examinations

The DHET had developed a detailed management plan for the conduct and administration of the 2017 examinations.

#### a) Appointment of chief invigilators and invigilators

All campus managers were deemed to be chief invigilators of their centres. They were responsible for the appointment of invigilators. The principals formally appointed chief invigilators who then appointed invigilators. The national training of chief invigilators was conducted from 14 August to 29 September 2017 and the attendance registers were made available to Umalusi as evidence.

#### b) Monitoring of examination

A monitoring plan indicating national and regional monitors was compiled and approved. The plan did not indicate details of targeted colleges and examination centres per region. The sampling and the targeted number of centres that would be monitored had not yet been finalised by the time of Umalusi's visit.

It was explained that a monitoring schedule would be drawn up. The prescribed instrument for monitoring was provided by the DHET.

Training of all monitors had been conducted and the training manual as well as the attendance registers were made available for verification.

### 16.3.6 Management of irregularities

The DHET has a well-structured and functional National Examinations and Irregularities Committee (NEIC) in place. The NEIC strives to resolve irregularities before the next examination cycle to afford the implicated candidates an opportunity to register for that examination cycle. In most instances it was impossible to settle irregularities within the set times as a result of the unavailability of reports from the colleges.

Colleges where irregularities recurred were summoned before the NEIC to make a presentation on their improvement strategies.

The NEIC identified the following as some of the causes of irregularities:

- The use of previous question papers by examiners, leading to candidates being awarded unrealistic marks;
- Suspicions of collusion between lecturers and students;
- Fraudulent activities at colleges; and

- Irregularities arising from poor invigilation caused by chief invigilators who neglected their duties.

### 16.3.7 Appointment and training of marking personnel

#### a) Appointment of markers

The DHET held a meeting for the selection of NC(V) markers on 9 and 10 September 2017 at the Department of Basic Education (DBE) Conference Hall. Two staff members from Umalusi attended the meeting and monitored the evaluation of applications and the marker selection process. The selection committee, which recommends the appointment of markers, comprised:

- Marking centre management officials;
- Officials from the Chief Directorate National Examinations and Assessment (CD: NEA); and
- An observer from a registered and recognised teacher union.

The management staff from each marking centre was provided with an opportunity to select and recommend their marking staff in accordance with the stipulated criteria in Personnel Administrative Measures (PAM), chapter E paragraph 4.1 to 4.3 of the Employment of Educators Act 76 of 1998.

The following criteria were established for the appointment of markers, internal moderatos and chief markers:

- A three-year post-matriculation qualification which must include the subject concerned at second or third-year level or any other appropriate post-matric qualification;
- Extensive experience as an lecturer in the particular subject or a related subject and at least two years' teaching experience in the subject at the level, currently and/or within the last two years;
- Other curriculum related experience within the last five years at the appropriate level.
- Preference should be given to serving college based lecturers on Persal or in council posts; and
- Language proficiency.

Examination assistants had to satisfy the following requirements for selection:

- College graduates were appointable;
- Not a registered student at a TVET or FET college;
- Not be a candidate who sat for the examination being marked; and
- Must be a South African citizen.

The Deputy Principals: Academic were involved in the appointment of markers by confirming the appointment of lecturers and the instructional offerings they were suitable to mark in terms of the DHET requirements. This was done to prevent unsuitable candidates from marking instructional offerings they were not competent to mark and thus compromising the quality of marking.

The DHET kept a reserve list of markers for replacements in cases where there were withdrawals or markers became unavailable for various reasons.

Table 16C below gives the details of the number of marking personnel involved in the 2017 marking process.

**Table 16C: Number of marking personnel**

| Marking centres and personnel | Number TVET |
|---|---|
| Marking centres | 17 |
| Marking officials | 1 802 (972 Report 190/191 N2 and N3 and 830 NC(V)) |
| Centre Managers | 17 |
| Deputy Centre Managers | 51 |

(Data provided by DHET)

### b) Training of marking personnel

Marking centre managers for Report 190/191 and NC(V) were trained on 20–21 May 2017 and 9–10 September 2017 respectively. Training covered various aspects of the marking process. Another training session for marking centre management personnel was held on 14 October to ensure that these officials were ready to manage the marking process effectively and efficiently.

## 16.3.8 Capturing and release of results and certification

### a) Capturing of marks

Management plans were in place for the capturing of the raw marks – ICASS, Integrated Summative Assessment Tasks and external examination marks.

The following process for submission of ICASS marks was explained:

- ICASS marks are submitted electronically to the DHET for the uploading of the marks onto the main frame;
- The loading and verification of the ICASS marks would be finalised before the start of the examinations;
- Control measures were in place to ensure a 100% capture rate. However, the emphasis was placed on the capturing of the actual marks received and the avoidance of capturing 999 where marks were outstanding simply to achieve the required captured rate. Capturing the external marks would happen on an offline capture tool at the marking centre, using a double capture method to ensure accuracy;
- All data capturers would sign a declaration of secrecy and security was managed by user IDs and passwords; and
- Data capturers were appointed on a contract basis for the duration of the examination.

Management and control of mark sheets for the external written examination would be done using an application (MP Flow) that tracks all mark sheets during the marking and receiving process by scanning the bar code on the mark sheets. Reports would be presented at regular intervals for the control and management of the marking and capturing process, to ensure that all marks were captured and accounted for.

With regard to the resulting process, a request was made to the DHET to execute and perform a dry run (testing of the resulting process) in its totality. Performing such a dry run would ensure confidence in the system's ability to perform standardisation and resulting for the 2017 examination accurately and validly, without any problems.

Management plans for the 2017 examination were in place and all systems were ready for the capturing and processing of the raw marks. The resulting process was scheduled, the standardisation dates confirmed and the date for the release of the results confirmed.

## 16.4 Areas of Compliance

The following areas of compliance were observed:

### 16.4.1 Management matters

- The DHET had management plans (broad and specific) for the management, administration and conduct of the 2017 November examinations; and
- Printing was outsourced and contingency plans had been in place.

### 16.4.2 Printing, packaging, and distribution

**a) Printing**

- Service level agreement (SLA) currently exists between the GPW and the DHET for the printing, packaging and distribution of question papers;
- The DHET had a detailed strategic plan for printing and packaging of examination materials;
- DHET officials were deployed to monitor closely the printing and packaging process;
- Norms and standards for security in terms of printing, packaging, storage, and delivery of question papers were well articulated, and these were clearly captured in the SLA between the DHET and the GPW;
- Additional security features had been incorporated into the Engineering Studies papers, with a focus on question papers where irregularities had been detected in previous examinations; and
- Memoranda were issued regularly and records of these memoranda were kept.

**b) Packaging**

- Automated machines were used to package and seal question papers in order to limit manual handling of examination materials; and
- Close monitoring where subjects with fewer than 2000 enrolments were packaged by hand and the use of double verification to ensure accurate packing of examination materials was commended.

**c) Storage and distribution**

- An audit of delivery points was conducted in cases where there was a high number of distribution points;

- Lockable bins for distribution of examination question papers to private colleges were being piloted; and
- Management plans had been developed to enforce security requirements with the courier service.

**16.4.3 Conduct of examinations**

- The DHET had a committed and dedicated team in the examinations management and monitoring unit; and
- State of readiness was conducted and evidence was verified.

**a) Invigilation**

- Campus/Centre managers were appointed and trained by DHET officials;
- Invigilators were appointed and trained; and
- Evidence of training of chief invigilators through the keeping of attendance registers was made available.

**b) Monitoring**

- A monitoring plan indicating national and regional monitors was compiled and approved; and
- The DHET and regional offices would conduct monitoring of the 2017 examinations.

**16.4.4 Internal assessment**

- An annual update of Internal Continuous Assessment Guidelines for NC(V) and Report 190/191 was conducted and the latest versions were made available.

**16.4.5 Marker selection and marking centres**

- The evaluation of markers' feedback was as a rule used when decisions were taken in terms of reappointment;
- Report 190/191 markers were appointed during March for all examinations of the year;
- Timely appointment and training of marking centre management was conducted; and
- A reserve list of replacement markers was kept in cases where appointed markers were unavailable.

**16.4.6 Registration, standardisation and resulting**

**a) Registration of Candidates – NC(V)**

- Registration for 2017 examination had been concluded;
- Admission letters/permits were dispatched on 21 September 2017;
- Only electronic data were accepted for registration;
- The final date for any changes, including valid subject changes, was 7 August 2017; and
- The changes on entry schedules were corrected manually and learners signed the schedules.

#### 16.4.7 Capturing, release of results

- A management plan was in place to ensure marks were captured correctly;
- There were control measures to ensure that all marks were captured;
- A double capture method was used to ensure that marks were correctly captured; and
- A declaration of secrecy was signed and user IDs were regularly verified.

#### 16.4.8 Management of irregularities

- There is a properly constituted and functional National Examinations Irregularities Committee (NEIC); and
- The NEIC ensured that irregularities were resolved before the next examination cycle; and
- Colleges with recurring irregularities were called before the NEIC to present their improvement plans.

## 16.5 Areas of Non-compliance

The following areas of non-compliance were noticed:

#### 16.5.1 Management matters

- The staff complement did not match the responsibilities for managing the 2017 examinations;
- There was a lack of secured funding for the mandate; and
- There was limited enforcement of management plans in terms of cut-off dates, changes to submitted data, etc.

#### 16.5.2 Printing, packaging, and distribution

- The unknown source of a leakage of question papers remains a serious concern;
- There was limited capacity to monitor the printing warehouse;
- The audit of delivery points did not take place across all delivery points – only some were audited for the November examination; and
- The use of short-term contract workers in a critical examination control area.

#### 16.5.3 Conduct of examinations

- There was inadequate monitoring owing to a shortage of staff in 2016. This was highlighted in 2016 and remains a risk but the DHET planned to increase the sample; and
- Physical audit and profiling of examination centres was not conducted.

#### 16.5.4 Internal assessment

- Budgetary constraints limited the sample of subjects for monitoring and moderation;
- There were human resources constraints that affected the conduct of monitoring and moderation;

- No training was conducted at colleges on the implementation and management of internal assessment (new standardised tasks) in 2017;
- The final mark sheets for internal assessment were not available/verified during the ICASS monitoring and moderation;
- Files of some colleges were not submitted for monitoring and moderation; and
- ICASS marks were submitted late.

**16.5.5 Marker selection and marking centres**

- There was no evidence that sample marking had been done by chief markers or internal moderators before the marking guideline discussions in some subjects;
- There was no evidence of remedial action taken by chief markers and markers in cases of non-compliance;
- There was no effective control of markers to ensure that they brought their own worked out marking guidelines to the of marking guideline discussions in some subjects; and
- Reports from marking centres were of poor quality.

**16.5.6 Registration, standardisation and resulting**

- Testing for duplicate entries was not done during the capturing process and duplications were only discovered by running a report after the capture of entries;
- The closing date for NC(V) registration was late in the year (11 June 2017); and
- The concessions were manually generated.

**16.5.7 Registration of centres**

- Centres were registered even if state of readiness (self-evaluation) document had not been submitted;
- The register of examination centres had not been completed yet, and a list of private colleges that were registered for the upcoming examinations could not be provided; and
- The list of centres submitted did not distinguish between QCTO and Umalusi qualifications.

**16.5.8 Capturing and release of results**

- A "dry-run" to test the resulting processes had not been completed.

**16.5.9 Management of irregularities**

- The repetition of questions from previous question papers by examiners leads to candidates achieving unrealistic marks;
- Marking centres' and colleges' failure to submit reports as evidence caused delays in settling cases;
- Non application for concessions and subsequent illegal practices to allow candidates to write two subjects on the same day;
- The college officials raised suspicions of collusion between lecturers and students;
- Fraudulent activities took place at college;
- Irregularities occurred as a result of poor invigilation caused by chief invigilators neglecting their duties;

- Some colleges failed to appear before the NEIC; and
- The high rate of leakages of question papers.

## 16.6 Directives for Compliance and Improvement

The following matters must be addressed by the DHET:

### 16.6.1 Management matters

- Posts must be created and filled as a matter of urgency; and
- Funding for critical tasks must be secured.

### 16.6.2 Registration of candidates and examination centres

- Duplicate entries must be detected early, at point of entry; and
- Students must be notified earlier in cases where admission to examinations is not permitted as a result of poor attendance and/or ICASS sub-minima not met.

### 16.6.3 Conduct of internal assessment

- ICASS marks from all campuses or colleges that do not comply for resulting purposes should be disregarded; and
- Submitted internal continuous assessment marks must be verified.

### 16.6.4 Conduct of examinations

- The shortage of professional staff in the monitoring unit is very serious and must be addressed as a matter of urgency;
- A physical audit of examinations must be conducted, especially at private colleges; and
- High-risk centres where it should administer examinations itself or deploy resident monitors must be identified.

### 16.6.5 Management of irregularities

- All outstanding and unresolved examination irregularities must be resolved within three months of the examination, and a report submitted to Umalusi.

### 16.6.6 Appointment and training of marking personnel

- The recruitment of markers must be treated as seriously as any other recruitment process. The colleges and the DHET should not accept incomplete forms;
- The relevance of the PAM criteria to the appointment of marking personnel in the TVET sector should be investigated and reviewed; and
- The performance of applicants should be taken into consideration as it can serve as an indication of the ability and reliability of marking staff.

### 16.6.7 Capturing and release of results

- A "dry-run" to test the resulting processes should be completed in full.

## 16.7 Conclusion

After the verification of the state of readiness, Umalusi found that the DHET had fulfilled most of the criteria set out in Umalusi's requirements in the verification instrument. The directives for compliance should be addressed.

# CHAPTER 17 MONITORING OF WRITING

## 17.1 Introduction

Umalusi monitored the November 2017 Report 190/191: Engineering Studies N2, N3, and National Certificate (Vocational) (NC(V) examinations during November 2017.

The purpose was to determine whether examinations administered by the Department of Higher Education and Training (DHET) had been conducted in accordance with the available policies and examinations instructions. This was done in order to measure the degree of credibility of the conduct of the examinations for the Technical and Vocational Education and Training (TVET) sector.

This chapter reports on the findings from the monitoring conducted on a sample of examination centres. Furthermore, reference is made to information that pertains to both Report 190/191: Engineering Studies N2–N3 and the National Certificate (Vocational).

## 17.2 Scope and Approach

Umalusi deployed monitors to a sample of 21 TVET/FET examination centres to monitor the writing phase of the November 2017 NC(V) and Report 190/191: Engineering Studies examinations. In addition Umalusi monitored three colleges' writing as well as evidence of internal assessment during the examinations.

The data used to compile this chapter was collected by a mixed method approach as indicated below:

- On-site monitoring of the writing at examination centres;
- Conduct of interviews and observations made by monitors, using the criteria in Umalusi's monitoring of the writing of examinations instrument; and
- Evidence-based verification of examination related forms and examination instructions issued by the DHET.

Table 17A below provides an account of centres monitored:

**Table 17A: Examination centres monitored during the writing of examinations**

| No. | Name of College and Type | Site / Campus | Province | Subject/ Instructional offering | Date | Candidates registered/ actual number who wrote |
|---|---|---|---|---|---|---|
| **1.** | Buffalo City Public | St Marks | Eastern Cape | Engineering Science N2 | 21/11/17 | 71/63 |
| **2.** | Port Elizabeth Public | Iqhayiya | Eastern Cape | Mathematics N2 | 16/11/17 | NA/256 |
| **3.** | Lovedale Public | King | Eastern Cape | Introductory Communication N4 | 13/11/17 | 252/329 |

| No. | Name of College and Type | Site / Campus | Province | Subject/ Instructional offering | Date | Candidates registered/ actual number who wrote |
|---|---|---|---|---|---|---|
| **4.** | Goldfields Public | Welkom | Free State | Hospitality Services L2 | 21/11/17 | 69/29 |
| **5.** | Maluti Public | Lere-la-Tshepe | Free State | Life Orientation L2 Paper 2 | 24/10/17 | 302/85 |
| **6.** | Maluti Public | Harrismith | Free State | Information Processing | 07/11/17 | 106/78 |
| **7.** | Academy of Business and Computer Studies Private | Johannesburg | Gauteng | Sake Afrikaans Tweede Taal N3 | 30/11/17 | 846/140 |
| **8.** | Academy of Business and Computer Studies Private* | Pretoria | Gauteng | Electrotechnology N3 | 29/11/17 | 4/2 |
| **9.** | Churchill Resource College Private | | Gauteng | Electrotechnology N3 | 29/11/17 | 47/38 |
| **10.** | True Harvest Private* | | Gauteng | Electrotechnology N3 | 29/11/17 | 11/unknown |
| **11.** | Saint Ignatious Private* | Pretoria | Gauteng | Electrotechnology N3 | 29/11/17 | 15/8 |
| **12.** | Stanger Private | | KwaZulu- Natal | Engineering Science N1 | 20/11/17 | 16/9 |
| **13.** | Mnambithi Public | Ladysmith | KwaZulu- Natal | Economic Environment L3 | 16/11/17 | 1/1 |
| | | | | Office Data Processing L4 | 16/11/17 | 12/12 |
| **14.** | Damelin Private | Durban City | KwaZulu- Natal | Mathematics N3 | 15/11/17 | 49/13 |
| **15.** | Elangeni Public | KwaMashu | KwaZulu- Natal | Office Data Processing L4 | 16/11/17 | 74/70 |
| **16.** | Capricorn Public | Seshego | Limpopo | Engineering Science N3 | 20/11/17 | 450/388 |
| **17.** | Mopani South East Public | Sir Val Duncan | Limpopo | Life Orientation L2 Paper 2 | 25/10/17 | 1008/988 |
| **18.** | Ehlanzeni Public | Kanyamazane | Mpumalanga | Engineering Science N2 | 21/11/17 | 26/24 |
| **19.** | Brooklyn City College Private | Nelspruit | Mpumalanga | Electrical Trade Theory N2 | 24/11/17 | 7/5 |
| | | | | Plasters' Theory N2 | 24/11/17 | 10/8 |
| | | | | Bricklaying and Plaster Theory N2 | 24/11/17 | 1/1 |
| **20.** | Northern Cape Rural Public | Kathu | Northern Cape | Electrical Trade Theory N2 | 24/11/17 | 21/20 |
| **21.** | Northern Cape Rural Public | Namaqual and Okiep | Northern Cape | Mathematics N2 | 16/11/17 | 50/38 |

| No. | Name of College and Type | Site / Campus | Province | Subject/ Instructional offering | Date | Candidates registered/ actual number who wrote |
|---|---|---|---|---|---|---|
| **22.** | Orbit Public | Mankwe | North West | Life Orientation L2 Paper 2 | 25/10/11 | 115/97 |
| **23.** | Vuselela Public | Taung | North West | Electrical Trade Theory N2 | 24/11/17 | 27/18 |
| **24.** | South Cape Public | Mossel Bay | Western Cape | Mathematics L4 Paper 1 | 01/11/17 | 67/66 |
| | | | | Mathematical Literacy L4 Paper 1 | 01/11/17 | 33/25 |

*Due to the nature of the visits these colleges are reported on separately.

## 17.3 Summary of Findings

The findings of the monitoring are addressed below, by criteria as per Umalusi's monitoring of the writing of examinations instrument.

Table 17B below indicates the overall level of compliance with the criteria of 20 monitored centres. Please note that Kathu Campus is excluded.

**Table 17B: Findings of monitoring of examination centres**

| Criterion | Met all criteria 100% | Met 80% criteria | Met 60% of criteria | Met 40% of criteria | Did not meet criteria 0% | Total |
|---|---|---|---|---|---|---|
| **Delivery and storage of examination material** | 19<br>95% | 0 | 0 | 1<br>5% | 0 | 20 |
| **The invigilators and their training** | 15<br>75% | 4<br>20% | | 1<br>5% | 0 | 20 |
| **Preparations for writing and examination room/venue(s)** | 5<br>25% | 14<br>70% | 0 | 1<br>5% | 0 | 20 |
| **Time management for the conduct of examinations** | 13<br>65% | 4<br>20% | 2<br>10% | 1<br>5% | 0 | 20 |
| **Checking of the immediate environment** | 18<br>90% | 0 | 0 | 0 | 2<br>10% | 20 |
| **Activities during writing** | 15<br>75% | 4<br>20% | 0 | 0 | 1<br>5% | 20 |
| **Packaging of answer scripts** | 16<br>80% | 2<br>10% | 1<br>5% | 0 | 1<br>5% | 20 |
| **Monitoring by the assessment body** | 9<br>45% | 0 | 2<br>10% | 0 | 9<br>45% | 20 |
| **Total** | **110** | **28** | **5** | **4** | **13** | **160** |

Table 17C below indicates the general findings on the level of compliance with criteria at 20 of 21 monitored centres (Kathu Campus excluded).

**Table 17C: Findings at the sites monitored**

| Criteria | Challenges/Concerns | Implicated Centres/Sites |
|---|---|---|
| **Delivery and storage of examination material before writing** | • Nineteen of the 20 centres (95%) complied fully with criteria on storage of examination material before the writing session. Centre managers collected the question papers from the designated nodal points on the day of writing (Report 190/191: Engineering Studies). The necessary and correct procedures were followed to ensure accountability.<br>• In all instances, the question papers were sealed and only opened in the presence of candidates. | Brooklyn City College: Nelspruit<br>Buffalo City College: St Marks<br>Capricorn: Seshego<br>Churchill Resource College<br>Damelin: Durban City<br>Ehlanzeni: Kanyamazane<br>Elangeni: KwaMashu<br>Goldfields: Welkom<br>Lovedale: King<br>Maluti: Lere-la-Tshepe and Harrismith<br>Mnambithi: Ladysmith<br>Mopani South East: Sir Val Duncan<br>Northern Cape Rural: Okiep<br>Orbit: Mankwe<br>Port Elizabeth: Iqhayiya<br>South Cape: Mossel Bay<br>Vuselela: Taung<br>Stanger |
| | • At one centre (5%), the monitors observed limited compliance with the set criteria for storage of examination material.<br>• Security was not tight when entering or leaving the building. The monitor was directed to the 11th floor without his/her credentials being checked. The building was open to the public. Other companies occupied offices in the same building. | Academy of Business and Computer Studies: Johannesburg |
| **The invigilators and their training** | • Fifteen of the 20 monitored centres (75%) complied fully with the criteria regarding invigilators and their training.<br>• The chief invigilators and invigilators were trained and had been appointed in writing. | Brooklyn City College: Nelspruit<br>Buffalo City College: St Marks<br>Port Elizabeth: Iqhayiya<br>Lovedale: King<br>Capricorn: Seshego<br>Churchill Resource College<br>Elangeni: KwaMashu<br>Goldfields: Welkom<br>Maluti: Harrismith and Lere-la-Tshepe<br>Mnambithi: Ladysmith<br>Mopani South East: Sir Val Duncan<br>South Cape: Mossel Bay<br>Vuselela: Taung<br>Stanger |
| | • Four centres (20%) complied partially with the criteria for invigilators and their training. The following aspects were observed: not all invigilators could produce appointment letters or signed appointment letters. | Damelin: Durban City<br>Ehlanzeni: Kanyamazane<br>Northern Cape Rural: Okiep<br>Orbit: Mankwe |
| | • At one centre (5%), there was no evidence that invigilators had been trained. | Ehlanzeni: Kanyamazane |

| Criteria | Challenges/Concerns | Implicated Centres/Sites |
|---|---|---|
| **The invigilators and their training** | • One centre (5%) showed very limited compliance with the requirements regarding invigilators and their training. The marketing manager, who did not have an education background, was given the task of acting as chief invigilator instead of the principal. | Academy of Business and Computer Studies: Johannesburg |
| **Preparations for writing and the examination venues** | • Five centres (25%) demonstrated adherence to all twenty-three of the monitoring criteria set by Umalusi for the preparation of examination venues.<br>• In all five centres, the environment was conducive both inside and outside the examination centre.<br>• An examination file was evident with all the required documentation.<br>• Sealed question papers were opened in the presence of candidates. | Maluti: Lere-la-Tshepe<br>Mnambithi: Ladysmith<br>Mopani South East: Sir Val Duncan<br>Northern Cape Rural: Okiep<br>Orbit: Mankwe |
| | • Fourteen of the 20 centres monitored (70%), complied with most of the twenty-three criteria for monitoring the preparation of examination venues.<br>• Findings from all fourteen centres included one or two deficiencies from each college as follows:<br>• No examination file in the exam room;<br>• Some of the examination files did not contain appointment letters of invigilators and relief timetables;<br>• Invigilators did not have name tags;<br>• Clocks in the examination room were not in working order;<br>• No evidence of a clock and seating plan;<br>• Disturbance with noise inside and outside the examination room;<br>• Calculators were not checked before writing;<br>• Some of the candidates did not have their identity books but had affidavits; and<br>• Attendance records of monitors not available. | Brooklyn City College: Nelspruit<br>Buffalo City: St Marks<br>Capricorn: Seshego<br>Churchill Resource College<br>Damelin: Durban City<br>Ehlanzeni: Kanyamazane<br>Elangeni: KwaMashu<br>Goldfields: Welkom<br>Lovedale: King<br>Maluti: Harrismith<br>Port Elizabeth: Iqhayiya<br>South Cape: Mossel Bay<br>Stanger<br>Vuselela: Taung |
| | • One of the centres monitored (5%), complied only in a limited way with the criteria for monitoring the preparation of examination venues.<br>The following findings were identified: | Academy of Business and Computer Studies: Johannesburg |

| Criteria | Challenges/Concerns | Implicated Centres/Sites |
|---|---|---|
| **Preparations for writing and the examination venues** | • It could not be verified if learners were seated in their designated places;<br>• The invigilators did not sign the attendance registers;<br>• The examination file was disorganised;<br>• The file did not contain the relevant information such as the examination timetable, relief timetable, attendance registers of invigilators, dispatch forms, seating plan;<br>• There were no absentee forms in the file but for the sitting of the Sake Afrikaans examination, approximately 700 absentee forms were completed after the examinations;<br>• identity and examination documents were not verified prior to the examination;<br>• Candidates were not requested to observe the opening of the examination papers;<br>• Calculators were not checked before writing. | |
| **Time management** | • Time management at thirteen of the twenty-one centres (65%) was in accordance with all the set criteria.<br>• All thirteen commenced and ended the examinations on time.<br>• All crucial activities was executed diligently within the timeframes for the examinations. | Brooklyn City College: Nelspruit<br>Capricorn: Seshego<br>Ehlanzeni: Kanyamazane<br>Elangeni: KwaMashu<br>Goldfields: Welkom<br>Maluti: Lere-La-Tshepe and Harrismith<br>Mnambithi: Ladysmith<br>Mopani South East: Sir Val Duncan<br>Northern Cape Rural: Okiep<br>Port Elizabeth: Iqhayiya<br>South Cape: Mossel Bay<br>Stanger |
| | • Four centres (20%) adhered to this criterion. Time was well managed with four centres adhered to most criteria as far as time management was concerned.<br>Some of the findings included:<br>• Examination rules were not read out;<br>• The examinations commenced late;<br>• Candidates were not given the opportunity to read the question paper prior to the examination;<br>• The questions papers were not checked for technical accuracy. | Churchill Resource College<br>Damelin: Durban City<br>Ehlanzeni: Kanyamazane<br>Vuselela: Taung |
| | • Two centres (10%) demonstrated satisfactory compliance with the Umalusi criteria for time management. | Buffalo City: St Marks<br>Orbit: Mankwe |

| Criteria | Challenges/Concerns | Implicated Centres/Sites |
|---|---|---|
| **Time management** | • Exams commenced late at Mankwe;<br>• Checking of accuracy was not done at St Marks. | |
| | • One centre (5%) demonstrated unsatisfactory compliance with the Umalusi criteria for time management.<br>• Candidates arrived late, examinations started late and some invigilators arrived after 8:35.<br>• Reading time was not given to candidates, question papers were not checked for technical accuracy. In general, time was poorly managed. | Academy of Business and Computer Studies: Johannesburg |
| **Checking of immediate environment** | • Eighteen of 20 centres visited (90%) checked the ablution facilities before the commencement of the examination session for any material that could be used by candidates. | Brooklyn City College: Nelspruit<br>Buffalo City: St Marks<br>Churchill Resource College Stanger<br>Damelin: Durban City<br>Ehlanzeni: Kanyamazane<br>Elangeni: KwaMashu<br>Capricorn: Seshego<br>Maluti: Lere-La-Tshepe and Harrismith<br>Mnambithi: Ladysmith<br>Mopani South East: Sir Val Duncan<br>Northern Cape Rural: Okiep<br>Orbit: Mankwe<br>Port Elizabeth: Iqhayiya<br>Goldfields: Welkom<br>South Cape: Mossel Bay<br>Vuselela: Taung |
| | Two centres (10%) did not comply with the monitoring requirements set by Umalusi. At these centres, the invigilators did not check male or female ablution facilities for material that could have been used by candidates during the examination.<br>• At the Academy of Business and Computer College there was one female toilet (male toilet was locked) with three cubicles used by both male and females and no checking was conducted. | Academy of Business and Computer Studies: Johannesburg<br>Lovedale: King |
| **Activities during the writing process** | • Fifteen of the centres (75%) complied with all the set criteria.<br>• All invigilators moved around the venue and were vigilant and attentive;<br>• The cover pages of answer books were checked at various stages of the writing process;<br>• An invigilator of the same gender accompanied candidates to the ablution facilities; and | Buffalo City: St Marks<br>Capricorn: Seshego<br>Damelin: Durban City<br>Elangeni: KwaMashu<br>Lovedale: King<br>Maluti: Lere-La-Tshepe and Harrismith<br>Mnambithi: Ladysmith<br>Mopani South East: Sir Val Duncan<br>Northern Cape Rural: Okiep<br>Orbit: Mankwe |

| Criteria | Challenges/Concerns | Implicated Centres/Sites |
|---|---|---|
| **Activities during the writing process** | • The last 15 minutes prior to the conclusion of the examination rule was strictly observed; no candidates were allowed to leave the examination room during that time. | Port Elizabeth: Iqhayiya<br>South Cape: Mossel Bay<br>Vuselela: Taung<br>Stanger |
| | • Four of the centres (20%) complied mostly with this criterion.<br>• Churchill Resource College, however, did not follow the correct procedures for accompanying a learner to the ablution facilities. | Brooklyn City College: Nelspruit<br>Churchill Resource College<br>Ehlanzeni: Kanyamazane<br>Goldfields: Welkom |
| | • One centre (5%) did not comply with this criterion.<br>• A student had been allowed to bring notes – an A4 notebook in her own handwriting – into the examination room. This she used openly until Umalusi's monitor intervened. The chief invigilator could not explain the procedure to be followed with the irregularity. | Academy of Business and Computer Studies: Johannesburg |
| **Packaging and transport of scripts after writing** | • At 16 of the 20 monitored centres (80%), the packaging and transport of scripts after the examination was conducted strictly in accordance with the set criteria.<br>• Scripts were counted in the examination rooms in the presence of the monitor, chief invigilator and invigilators.<br>• Scripts were packed in sequence.<br>• Daily reports were completed. | Brooklyn City College: Nelspruit<br>Buffalo City: St Marks<br>Capricorn: Seshego<br>Churchill Resource College<br>Damelin: Durban City<br>Elangeni: KwaMashu<br>Goldfields: Welkom<br>Lovedale: King<br>Maluti: Lere-La-Tshepe and Harrismith<br>Mopani South East: Sir Val Duncan<br>Orbit: Mankwe<br>Port Elizabeth: Iqhayiya<br>South Cape: Mossel Bay<br>Stanger<br>Vuselela: Taung |
| | • At two centres (10%) partial compliance with the set criteria was observed.<br>• Although packaging had been completed, the collection of scripts from candidates was not satisfactory. | Ehlanzeni: Kanyamazane<br>Northern Cape Rural: Okiep |
| | • At one centre (5%) satisfactory compliance with the set criteria was observed. The invigilators left the chief invigilator to finalise the packaging without assistance. | Mnambithi: Ladysmith |
| | • One centre fulfilled none of the set requirements. There was no consistency in the manner in which scripts were packed. It appeared that neither the invigilators nor the chief invigilator | Academy of Business and Computer Studies: Johannesburg |

| Criteria | Challenges/Concerns | Implicated Centres/Sites |
|---|---|---|
| **Packaging and transport of scripts after writing** | had performed these tasks before. | |
| **Monitoring by the Assessment Body** | • Nine of the centres (45%) were visited by the DHET and reports were made available and confirmed. At one of the centres, Umalusi met the national official busy executing the task. | Brooklyn City College: Nelspruit<br>Ehlanzeni: Kanyamazane<br>Elangeni: KwaMashu<br>Goldfields: Welkom<br>Lovedale: King<br>Maluti: Lere-La-Tshepe and Harrismith<br>Port Elizabeth: Iqhayiya<br>Vuselela: Taung |
| | • Two other centres (10%) provided evidence of monitoring by the assessment body but there were no reports. | Buffalo City: St Marks<br>Northern Cape Rural: Okiep |

Table 17D below reflects the findings from the monitoring of three colleges. These findings provide an overview of practices at private colleges that are accredited or that seek accreditation by Umalusi. It must be noted that the intention was not to conduct a comprehensive monitoring visit.

**Table 17D: Findings at three colleges**

| College | Observations |
|---|---|
| **True Harvest** | **Conduct of examination** |
| | There was inadequate control of examination material: no record had been kept of the issue of examination material; answer scripts had not been stamped; boxes of question papers were only opened at 8:55. At that stage there were no answer scripts in the examination room. |
| | There was no control of candidates entering the examination venue; examination permits and identity documents were checked only once candidates were in the examination venue. The incorrect question paper was handed to a candidate, who indicated that this was the wrong paper. The invigilator then provided the candidate with the correct question paper. The reason for this was that the candidate's instructional offerings clashed on the timetable; he indicated that he would be writing only Electrotechnology N3. |
| | Examination rules were not read out to students; no announcement was made with regard to reading time; candidates were told to fill in the cover page of their answer scripts. |
| | A clock, the centre number, date and names of two of the eight instructional offerings were displayed at the front of the examination room. |
| | The college could not provide an invigilators timetable; invigilators' appointment letters were provided while Umalusi staff were at the centre but these were undated and did not indicate the examination session. |
| | Unsatisfactory invigilation – several invigilators were on duty during the examination but it was unclear whether they were professional staff from the college. |
| | The strong room had a dry wall. Initially, the door was locked but later it was found that only the security door had been locked; several people were permitted to unlock this room; the room was in disarray; question papers were stored on an open shelf, not in a filing cabinet. There was no control register for the receipt or dispatch of examination material. |
| | Desks in the examination room were less than one metre apart. |
| | There was no seating plan. |

| College | Observations |
|---|---|
| **True Harvest** | **Internal assessment** |
| | There was a high drop-out rate: for example ICASS marks were submitted for only 106 of the 214 candidates in Business English First Language and 102 of the 214 candidates in Sake Afrikaans Second Language. |
| | Sake Afrikaans: there was an absence of evidence; disorganised files; undated tests; unmarked scripts; incorrect answers marked correct; no indication of marks per question – only percentages had been indicated; incorrect transfer of marks from lecturer mark sheet to DHET mark sheets; candidates who were awarded pass marks in all three tasks had been given 0 on the DHET mark sheet . |
| | Poor recordkeeping of class attendance and poor attendance by students. |
| | Engineering Science N2 post examination checklist: information for 10 candidates included irrelevant remarks ("poor" for 54%, "good" for 70% and "excellent" for 80%). The checklist was undated and unsigned, and irrelevant information had been indicated as correct. |
| | **General** |
| | Dilapidated ablution facilities, e.g. water pipe not connected to washbasin. |
| | The new director had assumed duty three months previously. |
| | Low student turn-out during examinations. |
| | The number of candidates enrolled could not be accommodated in the lecture rooms available. There were nine classrooms, six of which could accommodate 20 candidates each and three, 50 candidates each. |
| | The college advertises that it offers a technical matriculation certificate with languages, Mathematics, Industrial Orientation, Industrial Organisation and Planning, Supervision in Industry.<br>This venue is both a college and a centre for the rewriting of matriculation examinations. |
| **Saint Ignatious** | **Conduct of examination** |
| | There was inadequate control of examination material and no register (the chief invigilator was unable to locate this); answer scripts had not been stamped; a missing Electrotecnology N3 question paper could not be accounted for; invigilators did not sign a separate register (only the daily register was signed). |
| | No provision had been made for relief invigilators on the invigilation timetable. |
| | The centre number, date and time elapsed were indicated on a white board, but not the instructional offering/subject or level. |
| | Invigilator was not paying attention and was playing with his cell phone when Umalusi monitors entered the examination room. |
| | Unused NC(V) answer scripts were lying around in the computer room. |
| | **General** |
| | Misleading and unprofessional marketing material containing spelling errors was found; a photograph of a chef in the kitchen and another of sophisticated engineering equipment were used although no such facilities were available at this college, calling into question its claim that college staff were the ultimate experts in education and training.<br>The college advertises correspondence (long distance) learning.<br>It advertises a technical matriculation qualification with languages, Mathematics, Industrial Orientation, Industrial Organisation and Planning, Supervision in Industry.<br>It is a college and a centre for the rewriting of matriculation examinations. |
| | The college has limited facilities, which were dirty and in a poor condition. Facilities included eight classrooms, two of which could accommodate 28 students each and six that could accommodate 12 students each. There were ten computers in the computer room. |

| College | Observations |
|---|---|
| **Saint Ignatious** | This college is accredited to offer Safety in Society but according to enrolments it may also offer the NC(V) Information Technology and Computer Science programme: one student had enrolled for L2 and another for L3 of all the compulsory vocational subjects in this programme. |
| **Academy of Business and Computer Studies, Pretoria** | **Conduct of examination** |
| | There was a clock in the examination room but no indication of the subjects being written.<br>There was no seating plan. |
| | Candidates who had written the examinations had left by the time the Umalusi monitors arrived.<br>There were directions to an examination venue on the first floor: information regarding the examination on 29 November 2017 had been written on the white board in this room, but the examination was in fact conducted in a room on the third floor. Ten candidates wrote the examination (there were only 10 desks and chairs in this room); four of the 10 scripts submitted were blank.<br>Four candidates enrolled for Electrotechnology N3 but only two wrote the examination (both handed in blank answer scripts); the other two candidates were not marked as absent.<br>Answer scripts were left unattended. |
| | Inadequate control of answer scripts: these had not been stamped. |
| | **Internal assessment** |
| | The college could not provide the requested ICASS evidence. |
| | The one file that was made available (Industrial Electronics N3) was from April 2017. It contained tests dated March, April and June. |
| | DHET ICASS mark sheets had been completed in pencil.<br>All candidates for all instructional offerings had been awarded ICASS marks and all were above 40%. |
| | **General** |
| | This college serves as a school, college and centre for the rewriting of matriculation examinations.<br>The college is situated in the same building as another; in fact, it is across the passage from this college. |
| | The person interviewed indicated that there were 10 classrooms, two of which could accommodate 40 students each and eight that could accommodate 15 to 20 students each. |

## 17.4 Irregularities Identified by Umalusi Monitors

The monitors highlighted the following irregularities:

- At Academy Business and Computer College (Johannesburg), a candidate was allowed to take handwritten notes in an A4 notebook into the examination room. She used these until Umalusi's monitor intervened. The chief invigilator was unable to explain how this had been allowed to happen;
- There was no seating plan evident at the Academy of Business and Computer Studies or Churchill Resource College;
- The Academy of Business and Computer College (Johannesburg) did not follow procedure when packaging and transporting scripts after the examination. Three hours after the examination had been written, the scripts had still not been reconciled or packaged in the self-sealing plastic bags nor taken back to the distribution point.
- Saint Ignatious could not account for the missing Electrotechnology N3 question paper.

## 17.5 Areas of Compliance

The following areas of good practice were observed:

- Seventeen (94%) colleges met all the criteria for the delivery and storage of examination material; the security measures were acceptable;
- Thirteen (72%) monitored centres complied fully with the criteria for invigilators and their training; invigilators were vigilant and understood their roles and responsibilities;
- Thirteen (72%) centres complied fully with the criteria for activities during writing and demonstrated an understanding of the role and responsibilities of an invigilator;
- Seventeen (94%) centres checked the immediate surroundings before the commencement of the examination for any material that could have been used by candidates to cheat;
- Fifteen (15) centres (83%) packaged and transported scripts strictly according to the measures in place for security of examinations material.

## 17.6 Areas of Non-compliance

The following are aspects of great concern:

- The Academy of Business and Computer Science Studies in particular did not comply with any of the criteria for the monitoring of the writing of examinations. This has compromised the examination. Observations made include the following:
  - Limited security measures;
  - An extremely high rate of absenteeism raises questions about the registration and tuition processes that led to candidates being granted entrance to the examination. For example, 849 students were registered for the subject Sake Afrikaans Tweede Taal N3, but only 140 (16%) wrote the examination, while 29 were registered for Sake Afrikaans Eerste Taal, but only four (14%) wrote. Over 80% of those registered for these two subjects failed to write the examination;
  - Poor time management was evident and invigilators were not able to control the events preceding the actual writing of the examination; and
  - Poor condition of ablution facilities. Invigilators also failed to accompany candidates to the ablution facilities at the Johannesburg site of this college.
- During the writing of the examination, invigilators at two centres, namely Churchill Resource College and the Academy of Business and Computer Studies (Johannesburg), were unaware that candidates had left the room;
- The Academy for Business and Computer Studies and Churchill Resource college did not check the papers for technical accuracy;
- Of the 20 centres, the Academy of Business and Computer Studies was the only one that failed during monitoring to comply with eight Key Monitoring Areas (limited compliance in three and failure to comply at all with five areas).
- At the three additional centres monitored, serious shortcomings in terms of the conduct of examinations and internal assessment were observed e.g. poor control of the examinations and lack of evidence of internal assessment.

## 17.7 Directives for Compliance and Improvement

DHET is required to ensure that:

- The chief invigilator manages time appropriately and controls events as they unfold;
- Security at the writing centres should be tightened for the entire writing session, from the time of receiving scripts to their return to the distribution point;
- Scripts should be reconciled, packaged and returned to the distribution point within one hour of the examination's conclusion;
- Only authorised personnel should be in the examination room, even during the reconciliation process; and
- Serious interventions at high level are required to address malpractices at private colleges.

## 17.8 Conclusion

There were signs of strict compliance with regulations at the majority of centres monitored by Umalusi. Nonetheless, there were cases of serious malpractice and a failure to comply at four centres in particular. Urgent action should be taken against these centres by the assessment body as such practices call the conduct of these examinations into question and place the credibility of the part qualification at risk. The DHET should increase its efforts to limit the failure of colleges to comply with policies by improving the training of invigilators and increasing its monitoring of private centres.

# CHAPTER 18: MONITORING OF MARKING

## 18.1 Introduction

Umalusi monitored the marking processes for November 2017 Report 190/191: Engineering Studies N2–N3 and the National Certificate (Vocational) across different centres.

The purpose of the monitoring was to determine whether marking undertaken by the Department of Higher Education and Training (DHET) had been conducted in accordance with the policies and marking instructions issued by the assessment body.

This chapter reports on the findings from the monitoring conducted on a sample of marking centres. Furthermore, reference is made to information that pertains to both Report 190/191: Engineering Studies N2–N3 and the National Certificate (Vocational).

The chapter provides an overview of the findings from the monitoring of the conduct of marking of examinations conducted and managed by the DHET, to verify the extent to which this conduct, administration and management of marking processes at marking centres complied with legislation governing examinations administered by the DHET.

## 18.2 Scope and Approach

The marking of the November 2017 Report 190/191: Engineering Studies N2–N3 and the National Certificate (Vocational) examination was conducted at various marking centres across the nine provinces. Umalusi sampled 13 marking centres and deployed monitors on different dates, as indicated in Table 18A and B below, to monitor the marking processes.

The data used for the compilation of this chapter was collected through a mixed method approach, as indicated below:

- an on-site monitoring of the marking of examinations at centres,
- interviews and observations made by monitors, using the criteria in the Umalusi monitoring of the marking of examinations instrument; and
- evidence-based verification of examination related forms and examination instructions issued by the DHET.

Tables 18A and 18B below provide an account of the province, centre and dates on which marking centres were visited.

**Table 18A: Marking centres monitored by Umalusi monitors**

| Qualification | Province | Centre | Date |
|---|---|---|---|
| NC(V) | Limpopo | Seshego | 1/12/17 |
| N2 and N3 | Gauteng | Pretoria West | 4/12/17 |
| N2 and N3 | Western Cape | Thornton | 5/12/17 |
| NC(V) | Eastern Cape | East London | 5/12/17 |
| N2 and N3 | KwaZulu-Natal | Northdale | 5/12/17 |
| N2 and N3 | Free State | Hillside View | 5/12/17 |
| N2 and N3 | Mpumalanga | Mpondozankomo | 5/12/17 |

**Table 18B: Marking centres monitored by Umalusi staff members**

| Qualification | Province | Centre | Date |
|---|---|---|---|
| NC(V) | Gauteng | Springs | 2/12/17 |
| N2 and N3 | Gauteng | Pretoria West | 2/12/17 |
| N2 and N3 | Free State | Hillside View | 3/12/17 |

| Qualification | Province | Centre | Date |
|---|---|---|---|
| NC(V) | KwaZulu-Natal | Asherville | 4/12/17 |
| NC(V) and N3 | Mpumalanga | Nelspruit | 6/12/17 |
| NC(V) | Western Cape | Tygerberg | 8/12/17 |

## 18.3 Summary of Findings

The findings from the monitoring of marking are addressed below according to the criteria in Umalusi's monitoring of marking instrument.

### 18.3.1 Monitors' findings

#### a) Planning for marking

Marking centres were effectively managed. There was evidence of a marking management plan at all visited marking centres. It was further noted that marking centres had been allocated the marking of different levels of the registered qualifications. The pace of marking was in line with the plan. The centre managers assured the monitors that all marking centres would be able to complete the marking according to plan.

In order to complete the marking on time and as scheduled, the DHET initiated and implemented staggered marking, commencing on 25 November 2017. This was applicable to selected centres. The marking centre managers, chief markers, internal moderators, and examination assistants (EA) arrived on the dates as specified in the marking centre management plan. The DHET had planned well and its management plans were adhered to.

#### b) Marking centres

The marking centres had adequate physical and human resources. Infrastructure i.e. communication, buildings, furniture etc. was in good order. Only a few marking centres, provided accommodation for markers. The majority of markers made their own arrangements for accommodation and claimed subsistence and travel from the DHET.

There was strict management of time across the 13 centres monitored. Marking sessions commenced at 07:00 and most ended at 20:00 each day for the duration of the marking session. There was meticulous control of scripts at all centres, from the script control room to the marking venues and vice versa.

#### c) Security

Adequate security had been implemented at all centres. Security guards were deployed at various points at the marking centres. Their presence was particularly evident at the main entrances where they controlled access. However, the following inconsistencies were noted:

- At Pretoria West and Thornton on the day of the monitoring, motor vehicles were not searched at the gate; and
- At Northdale in KwaZulu-Natal, there were only three security guards on duty during the day and two at the night.

The answer scripts were transported from the delivery/nodal points to the marking centres by courier services. On receipt of the scripts, examination assistants (EA) verified the number of scripts against the attendance register and scanned the mark sheets. Although the security personnel were assigned to accompany the EA during the transfer of scripts from the script control room to the marking venue, it was discovered that this had not been done at all centres.

**d) Training of marking personnel**

National DHET officials from the examinations directorate conducted the national training of chief markers in planned roadshows. The management plan for all the roadshows across the nine provinces was submitted to Umalusi.

The following observations on the training of marking personnel were made:

- All marking centre managers, deputy marking centre managers and script control managers were trained by the DHET in Pretoria. Documents to this effect were verified on site;
- The marking centre manager trained the chief markers and internal moderators when they arrived at the marking centre. They in turns were responsible for training all markers, while the script control manager trained the EA.
- Marking personnel were provided with dummy scripts to mark, while administrative issues such as computation and transfer of marks from each sub-section of the paper to the cover page were assigned to the controller of scripts and EA.

**e) Marking procedure and administration**

The chief marker monitored all attendance registers. The monitors verified the registers.
Each marker was provided with a code. This assisted chief markers when allocating marking to them. A question by question approach to marking was followed, and the marking guidelines should not be changed after the marking guideline discussions. The chief markers and internal moderators quality assured scripts to ensure that marks had been properly allocated and accurately transferred to the mark sheet.

**f) Monitoring of marking**

All chief markers monitored the pace of marking closely. Daily reports were provided to the marking centre manager to ensure that the rate of marking remained in line with the management plan.

The internal moderator and chief marker, with the assistance of EA, ensured that the computation and the transfer of marks was correct.

The chief marker and internal moderator, where necessary, provided underperforming markers with training. The challenges identified were discussed with the marker and the marker was subsequently monitored until all issues had been resolved.

The DHET used a report template for internal moderators to report on the performance of each marker. The contents of this report will inform the selection process for the next marking session.

**g) Handling of irregularities**

The identification and handling of examination irregularities was discussed by a DHET official from the examinations directorate with the marking centre manager, deputy marking centre manager and script control managers. The procedure and protocol to be followed in dealing with examination related irregularities was addressed during the training sessions that were provided to marking personnel at marking centres. It was incumbent on the centre managers to cascade the procedures for dealing with irregularities to the chief marker and internal moderator during their training. The DHET provided a standardised template for the reporting of all irregularities of all marking centres and this was verified.

The submission of irregularities identified at marking of scripts was to be presented at the approval meeting on 27 December 2017.

### h) Quality assurance procedures

The flow of the quality assurance process at all marking centres was verified. The internal moderator moderates 10% of all scripts. The EA are responsible for checking the computation and transfer of marks on each script and for reporting discrepancies to the deputy marking centre manager administration.

### i) Reports

It is the responsibility of the internal moderators to write a comprehensive report on all markers under his/her charge on the quality of the marking process, using a template provided by the DHET. The internal moderator also completes a report on the moderation process. Both chief markers and internal moderators felt that the DHET did not read these reports as underperforming markers had been once again appointed to mark in this session.
It was the responsibility of the deputy marking centre manager to quality assure all reports and to ascertain whether they met the desired standards before they were forwarded to the DHET.

## 18.3.2 Findings by Umalusi staff

Table 18C below reflects the observations of Umalusi staff at the Asherville, Springs, Nelspruit, Tygerberg and Pretoria West marking centres.

**Table 18C: Summary of findings**

| Criteria | Findings |
|---|---|
| **Preparations for marking** | All visited marking centres had appropriate infrastructure and communication facilities to support the marking process.<br>All rooms at the marking centres were clearly demarcated and this made it easier for monitoring.<br>The rooms at all centres were spacious and the required furniture was available. At most centres, the hall was used for controlling scripts. The necessary communication facilities (fax machine, telephone and internet access) were made available at all centres.<br>Live and dummy scripts were provided for sample marking, but at some marking centres no live scripts had been marked during the sample marking process. The respective monitors verified this.<br>Ablution facilities were adequate and constantly cleaned by centre staff.<br>Marking commenced daily at 07:00 and ended between 19:00 and 20:00.<br>There were security guards at all marking centres. All visitors were requested to sign in before entering the marking centre. |
| **Management of answer scripts and mark sheets** | All marking centres had a complete list of nodal points from which scripts were to be forwarded. At Springs, it was found that scripts had been sent to the incorrect marking centres.<br>On receipt of the scripts at the marking centre, the EA verified all scripts against the mark sheets. The mark sheets were scanned and any discrepancies were recorded and reported to the script control manager.<br>The process flow of scripts from the control room to the marking venue and vice versa was efficient. Security personnel accompanied the EA during this process.<br>All marks were captured in the computer room at the marking centre. Once the marks had been verified, an electronic copy was forwarded daily to the DHET. The hard copies of the mark sheets were couriered to the DHET in batches. |
| **Appointments and training** | All marking centre managers and deputy managers, were trained by the DHET. It was the responsibility of the marking centre manager to train the chief markers, internal moderators and markers in the marking process. Further, the marking management plan was discussed in detail at this meeting. |

| Criteria | Findings |
|---|---|
| | It was observed that one marker was immediately dismissed at Asherville as he smelled of liquor.<br>All chief markers and internal moderators held marking guideline discussions with their respective teams. The procedure when dealing with irregularities was discussed at this meeting.<br>The marking centre manager held daily meetings with the chief markers, internal moderators, script control manager and the chief of security to discuss any challenges and to receive information first hand on the pace of marking. |
| **Attendance at marking guideline discussions and sample marking** | At all centres, markers were requested in advance to prepare their own answers to the question papers (marking guidelines). Guidelines were discussed in detail at the marking guideline discussions. All misunderstandings and discrepancies were amicably addressed at these meetings.<br>A number of appointed markers did not arrive to mark or arrived late at two of the visited marking centres.<br>The marking centre manager arranged for scripts to be prepared for dummy marking and this was done. Here again, any grey areas were addressed. |
| **Moderation of marking** | The chief markers and internal moderators were responsible for the moderation of scripts. Underperforming markers were provided with immediate training and subsequently monitored until their marking had improved. The chief markers and internal moderators presented a brief daily report to the marking centre manager on the progress of marking in their respective instructional offerings. |
| **Reports** | The chief marker was responsible for writing a general report on the marking process and an additional report on the quality of each marker's work. Markers also contributed to these reports. The internal moderator reported on his/her moderation process, discussing any challenges that had arisen. The deputy centre manager: administration, also reported on the quality of the examination assistants' work and highlighted any challenges he/she experienced. All reports were written on standardised templates provided by the DHET.<br>The deputy marking centre manager had the responsibility of quality assuring all reports and ensuring that they met a certain minimum standard before they were forwarded to the DHET. |
| **Dealing with irregularities** | The DHET provided a standardised template for the reporting of all irregularities. At Nelspruit, two scripts were discovered with crib notes. Umalusi staff at the campus verified the process before it was reported to DHET.<br>An irregularity committee chaired by the marking centre manager met on a daily basis to discuss any irregularities that had been identified. The reports, together with the evidence, were forwarded to the DHET. |

## 18.4 Areas of Compliance

The following areas of compliance were noted:

- The marking management plan was closely adhered to;
- All marking venues had been well chosen with regard to infrastructure, communication facilities, security and space;
- The integrity of the marking process was not compromised;
- A good flow of scripts was observed; and
- All received scripts were stamped so that a duplicate script could not be slotted in.

## 18.5 Areas of Non-compliance

The following areas of non-compliance were noted:

- Reappointment of underperforming markers;
- Failure by some markers to attend marking centre training sessions, and coming unprepared to the marking centre;
- Inadequate security at some marking centres; and
- Incorrect calculation, transferring and conversion of marks to a percentage remains a concern.

## 18.6 Directives for Compliance and Improvement

The DHET is required to ensure that:

- The evaluation of markers' performance forms is considered when appointments are made. The current system must be improved to detect poor markers who apply to mark a different instructional offering/subject;
- Marking staff who do not attend the marking centre manager training sessions or the training at the marking guideline discussions are not allowed to mark;
- Security is tightened and security personnel are visible at all marking centres; and
- Security personnel are trained on the importance of maintenance of security throughout the marking process.

## 18.7 Conclusion

It was evident that all marking centres had been well managed and that the marking process was credible and had not been breached in any way. All marking personnel had carried out their duties as expected and marking had not been grossly compromised in any way.

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