

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



standards, quality, growth



UMALUSI



Council for Quality Assurance in
General and Further Education and Training

REPORT ON THE QUALITY ASSURANCE
OF THE EXAMINATIONS AND
ASSESSMENT OF THE NATIONAL CERTIFICATE
(VOCATIONAL), AND NATED (N1 – N3)

2011

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Foreword

Umalusi has been quality assuring the National Technical Education (NATED) Report 190/191 N1 – N3 programmes since 2003 and the National Certificate (Vocational) qualifications since 2007. By virtue of its 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 assessment by determining the adherence to policy crafted to deal with the critical aspects of running credible national examinations. In order to ensure the overall standard and quality of the examinations for the above-mentioned programmes and qualifications, the usual, standard quality assurance processes were undertaken in 2011:

- Moderation of question papers and of integrated summative assessment tasks (ISATs);
- Monitoring and moderation of internal continuous assessment (ICASS);
- Monitoring and moderation of the conduct of the ISATs;
- Monitoring of the different phases of the examinations;
- Verification of marking; and
- Standardisation of marks according to agreed principles and procedures.

The enrolments for the NC(V) are substantial, with 137 895 candidates registered for the qualification this year. There has, however, been a drop in enrolments for the NC(V) at Level 2, while at the same time enrolments for the NATED (Report 190/191) N1 – N3 instructional offerings have increased significantly. A total of 38 514 candidates enrolled for the November 2011 NATED (Report 190/191) N1 – N3 examination.

In 2011, Umalusi undertook a variety of initiatives to support and strengthen the quality assurance of assessment processes for both the NC(V) and the NATED (Report 190/191) offerings. These included the appointment of additional moderators, decentralised training workshops for moderators, and a far greater involvement by Umalusi staff in all the quality assurance processes.

The purpose of the moderator training workshops was:

- To raise the bar in terms of moderation by raising awareness of the principles of good question paper and task setting techniques;
- To re-establish and emphasise the role of the moderators in the quality assurance of assessment processes.

The use of exemplars to allow Umalusi moderators to engage practically with papers encouraged better examination moderation practice.

Bearing in mind that the NC(V) is still a relatively new qualification in Further Education and Training, it is encouraging to report that substantial progress has been made in the improvement of certain systems and processes for the meaningful implementation and quality assurance of the NC(V), nevertheless many challenges still remain. The NC(V) is demanding in its assessment requirements (in terms both of facilities and resources), but these demands are also the very ones which, once properly met, will undoubtedly make

the NC(V) a worthwhile learning experience for learners. Challenges remain mainly in terms of suitably qualified staff, physical resources that are in line with the enrolments, and effective implementation of internal assessment and the administration and implementation of the practical component, including the ISATs. It is of the utmost importance that solutions to these challenges are found if both the quality of the learning experience and the integrity of the college flagship qualification are not to be compromised.

A major challenge facing the NATED programmes is the outdated and/or underspecified curricula that have a detrimental effect on quality assurance of assessment. Vigorous efforts are required to improve the assessment and quality assurance of assessment of these programmes. A larger sample of assessment for the NATED programmes will be quality assured in 2012.

Based on the results, the reports received from Umalusi's team of external moderators and monitors, as well as the deliberations and conclusions of its Assessment Standards Committee, the Executive Committee of the Umalusi Council concluded that, based on the quality assurance processes undertaken, the NC(V) examinations and the NATED (Report 190/191) examinations were generally conducted in a professional, fair and reliable manner and that the results can be regarded as credible. However, the release of the results is dependent on the correctness of the final candidate data in the final steps of the resulting process. Umalusi must undertake the verification of resulting data before the results may be released to the candidates. Furthermore, the results of six NATED subjects could not be standardised due to alleged irregularities. A full report on the investigations must be submitted to Umalusi before these subjects can be standardised.

Through its quality assurance processes, Umalusi will continue to ensure that the quality, integrity, and credibility of the Vocational Education and Training assessments are not simply maintained but significantly improved.

Umalusi would like to take this opportunity to thank all its stakeholders for their cooperation and the support provided in each of the quality assurance processes undertaken to ensure the credibility of the 2011 VET examinations.

Acronyms

CD:NEA	Chief Directorate: National Examinations and Assessment
DHET	Department of Higher Education and Training
EC	Eastern Cape Province
FET	Further Education and Training
FS	Free State Province
Gau	Gauteng Province
KZN	KwaZulu-Natal Province
ICASS	Internal Continuous Assessment
ISAT	Integrated Summative Assessment Task
ISATs	Integrated Summative Assessment Tasks
L2	Level 2
L3	Level 3
L4	Level 4
Lim	Limpopo Province
Mpu	Mpumalanga Province
NATED	National Technical Education
NC	Northern Cape Province
NC(V)	National Certificate (Vocational)
NQF	National Qualifications Framework
NSC	National Senior Certificate
NW	North West Province
P1	Paper 1
P2	Paper 2
PDE	Provincial Department of Education
SAG	Subject and Assessment Guidelines
UMALUSI	Council for Quality Assurance in General and Further Education and Training
VET	Vocational Education and Training
WC	Western Cape Province
WCED	Western Cape Education Department

Section one

Overview of the report

1 BACKGROUND

As the Quality Council for Further Education and Training, Umalusi has the statutory obligation to quality assure all the exit point assessments and examinations for qualifications in the General and Further Education and Training Qualifications Framework.

Umalusi executes this function through a variety of processes including:

- Setting of standards;
- Monitoring and reporting on the adequacy and suitability of qualifications and standards;
- Quality assurance of exit point assessments;
- Certification of learner achievements;
- Quality promotion amongst providers; and
- Accreditation of providers of education, training and assessment.

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

- The National Certificate Vocational (NC(V)) Levels 2, 3 and 4; and
- The National Technical Certificates (NATED (Report 190/191)) N1, N2 and N3.

In 2011, Umalusi undertook the following quality assurance of assessment processes in Vocational Education and Training:

- Moderation of the NC(V) November 2011 and 2012 supplementary examination question papers;
- Audit of a sample of NATED April and August examination question papers;
- Moderation of a sample of NATED November 2011 examination question papers;
- Moderation of integrated summative assessment tasks (ISATs);
- Monitoring and moderation of internal continuous assessment (ICASS);
- Monitoring and moderation of the conduct of the ISATs;
- Monitoring of different phases of the examinations written throughout the year;
- Verification of marking; and
- Standardisation of marks.

Umalusi reports annually on each of the quality assurance of assessment processes and procedures which together allow it to make an evaluative judgement of the credibility of these assessments. These processes ensure that all aspects of the assessments are moderated and monitored against prescribed criteria, thus ensuring that standards are maintained and improved.

The moderation of question papers is the primary process in quality assurance. The size of the sample of question papers moderated by Umalusi was increased significantly in 2011. A large percentage of NC(V) level 4 (85%) and a sample of NC(V) Level 2 (24%) and 3 (22%) November 2011 and supplementary 2012 question papers, as well as a sample of November NATED question papers, were moderated.

The moderation of revised Level 3 ISATs and a number of Level 2 and 4 ISATs, either set for the first time or requiring revision, was concluded early in 2011.

Umalusi moderated the internal continuous assessment (ICASS) of a sample of the NC(V) subjects at a sample of sites during May 2011. In October 2011, the educator and learner portfolios were moderated at provincial level. Although the same subjects were included in May and October, a substantially greater number of sites were included in the October exercise.

During August/September, Umalusi moderators visited sampled sites to report on the conduct of the ISATs. This included monitoring the planning and progress of the conduct of the ISATs and/or the moderation of the completed tasks.

Different phases of five examinations were monitored during the year. The National Technical Certificate (NATED Report 190/191) examinations were monitored during April, August and November 2011, while the NC(V) 2011 supplementary examinations were monitored during February/March 2011, and the NC(V) 2011 examinations during November 2011.

In the case of the November 2011 examination, Umalusi verified the marking of 57 NCV Level 4 question papers, as well as a sample of thirteen Level 2 and thirteen Level 3 question papers. The marking of a sample of ten NATED subjects was also verified.

The results of the following examinations were standardised:

- April, August and November NATED N1 – N3 examinations;
- November NC(V) examinations.

2 PURPOSE OF THE REPORT

The purpose of this report is to present the Department of Higher Education and Training, as the assessment body, with the findings of Umalusi's quality assurance of the 2011 assessments, with particular reference to the following:

- The salient findings on question paper and ISAT moderation;
- The quality and standard of planning, implementation, scoring/marking of the assessments;
- The efficiency and effectiveness of systems and processes implemented in the conduct of the assessments; and
- The moderation of marks during the standardisation process.

3 SCOPE OF THE REPORT

This report covers the quality assurance of the NC(V) and November NATED N1 - N3 assessments.

Section one of this report provides an overview of the quality assurance processes followed by Umalusi to ensure that the assessments meet the required standards. In addition, it outlines the purpose and scope of the report.

Section two covers the quality assurance of the NC(V) assessments.

Section three covers the quality assurance of the November NATED N1 - N3 examinations.

Sections two and three include the salient findings of each of the quality assurance processes, identify good practice and highlight areas requiring improvement.

Section four summarises the most important findings of the quality assurance of the November 2011 VET examinations and makes some recommendations for improvement.

Section two

The quality assurance of NC(V) assessment

Chapter 1

Moderation of question papers

1 INTRODUCTION

The Department of Higher Education and Training (DHET) is responsible for the conduct, administration and management of the National Certificate (Vocational) (NC(V)) examinations. The DHET is therefore responsible for the setting and internal moderation of question papers, while Umalusi, through a rigorous moderation and approval exercise, attests to the standard and quality of these question papers.

Umalusi moderates question papers externally to ensure that they comply with the requirements of the relevant Subject and Assessment Guidelines. This process evaluates the level and spread of the cognitive challenge in the question papers, the appropriateness and weighting of content as well as the quality of presentation of the question papers. Based on this evaluation, a question paper is approved, conditionally approved or rejected. In 2011, Umalusi external moderators and DHET internal moderators worked closely together to reduce the necessity of resetting papers and to produce papers that were print ready.

Question papers must be accompanied by marking guidelines that are accurate and comprehensive as these serve to establish and maintain standards during marking. These marking guidelines are the essential starting point for establishing the accuracy of the marking process and hence the validity, reliability and fairness of the results. In 2011 Umalusi once again made marking guidelines the focus of both examiners and moderators, and these guidelines while evaluated together with the question papers, were approved individually.

2 PURPOSE

The purpose of this chapter is to report on the standard and quality of the 2011 examination question papers for NC(V) Levels 2, 3 and 4. The moderated sample included the November 2011 papers and the March 2012 Supplementary papers. This report:

- provides an indication of the sample size in terms of subjects;
- indicates the NQF levels of question papers included in the moderation exercise;

- gives an overview of the crucial findings relating to the standard and quality of the externally moderated question papers;
- highlights areas both of good practice and areas for improvement; and
- includes recommendations to enhance the quality—and guarantee the maintenance of standards—of question papers.

3 SCOPE

This report covers the findings of the moderation process of the NC(V) examination papers, together with their marking guidelines, which were written during the November 2011 examinations. The report also includes the moderation of the February/March 2012 supplementary examinations for statistics and general trends only. Umalusi moderated a total of 120 question papers, for each of the two examinations.

Table 1 below provides a list of the subjects and levels included in the 2011 moderation process. Shaded areas indicate where subjects are not offered on that level.

Table 1: Moderation sample – subjects and levels

No.	NC(V) subjects moderated 2011	November 2011			March 2012		
		Level 2	Level 3	Level 4	Level 2	Level 3	Level 4
1	Advertising and Promotions			√			√
2	Afrikaans First Additional Language (Paper 1)	√	√	√	√	√	√
3	Afrikaans First Additional Language (Paper 2)	√	√	√	√	√	√
4	Agribusiness			√			√
5	Animal Production			√			√
6	Applied Accounting (Paper 1)	√		√	√		√
7	Applied Accounting (Paper 2)			√			√
8	Applied Engineering Technology			√			√
9	Applied Policing			√			√
10	Art and Science of Teaching	√		√	√		√
11	Automotive Repair and Maintenance			√			√
12	Business Practice	√		√	√		√
13	Carpentry and Roof Work			√			√
14	Client Services and Human Relations	√		√	√		√
15	Computer Integrated Manufacturing			√			√

No.	NC(V) subjects moderated 2011	November 2011			March 2012		
		Level 2	Level 3	Level 4	Level 2	Level 3	Level 4
16	Computer Programming (Paper 1)			√			√
17	Computer Programming (Paper 2)			√			√
18	Construction Planning	√		√	√		√
19	Construction Supervision			√			√
20	Consumer Behaviour			√			√
21	Contact Centre Operations			√			√
22	Criminal Justice Process			√			√
23	Criminology	√		√	√		√
24	Drawings, Office Procedures and Techniques (Paper 1)	√			√		
25	Drawings, Office Procedures and Techniques (Paper 2)	√			√		
26	Early Childhood Development			√			√
27	Economic Environment		√	√		√	√
28	Electrical Principles and Practice	√		√	√		√
29	Electrical Systems and Construction			√			√
30	Electronic Control and Digital Electronics		√	√		√	√
31	Electrotechnology			√			√
32	Engineering Fabrication – Boiler Making			√			√
33	Engineering Fabrication – Sheet Metal Work			√			√
34	Engineering Graphics and Design (Paper 1)		√			√	
35	Engineering Graphics and Design (Paper 2)		√			√	
36	Engineering Processes			√			√
37	English First Additional Language (Paper 1)	√	√	√	√	√	√
38	English First Additional Language (Paper 2)	√	√	√	√	√	√
39	Entrepreneurship	√			√		
40	Farm Planning and Mechanisation			√			√
41	Financial Management			√			√
42	Fitting and Turning	√		√	√		√
43	Food Preparation			√			√
44	Governance		√	√		√	√
45	Hospitality Generics			√			√
46	Hospitality Services		√	√		√	√
47	Human and Social Development		√	√		√	√
48	Instrumentation Technology	√			√		
49	Law Procedures and Evidence			√			√
50	Learning Psychology			√			√

No.	NC(V) subjects moderated 2011	November 2011			March 2012		
		Level 2	Level 3	Level 4	Level 2	Level 3	Level 4
51	Life Orientation (Paper 1)	√	√	√	√	√	√
52	Life Orientation (Paper 2)	√	√	√	√	√	√
53	Management Practice			√			√
54	Marketing		√	√		√	√
55	Marketing Communication	√		√	√		√
56	Materials			√			√
57	Mathematical Literacy (Paper 1)	√	√	√	√	√	√
58	Mathematical Literacy (Paper 2)	√	√	√	√	√	√
59	Mathematics (Paper 1)	√	√	√	√	√	√
60	Mathematics (Paper 2)	√	√	√	√	√	√
61	Mechatronics Systems			√			√
62	New Venture Creation			√			√
63	Office Data Processing		√	√		√	√
64	Office Practice			√			√
65	Operations Management		√	√		√	√
66	Personal Assistance			√			√
67	Physical Science (Paper 1)	√	√	√	√	√	√
68	Physical Science (Paper 2)	√	√	√	√	√	√
69	Principles of Computer Programming (Paper 1)		√			√	
70	Principles of Computer Programming (Paper 2)		√			√	
71	Professional Engineering Practice			√			√
72	Project Management			√			√
73	Refrigeration and Air Conditioning Processes			√			√
74	Science of Tourism			√			√
75	Stored Programme Systems			√			√
76	Sustainable Tourism in South Africa	√			√		
77	Sustainable Tourism in South Africa and International Travel			√			√
78	Tourism Operations			√			√
79	Welding			√			√
	Total number of papers moderated/level	26	24	70	26	24	70
	Percentage of papers moderated/level	24%	22%	85%	24%	22%	85%

Level 4 question papers were the main focus of moderation and all subjects for which Umalusi has moderators with the necessary expertise were moderated at this level. In

addition, a sample of Level 2 and 3 subjects that represent all the NC(V) programmes was included in the process.

4 APPROACH

Umalusi uses subject experts drawn from Higher Education Institutions, FET Colleges, Provincial Education Departments and the private sector as external moderators of the sample of NC(V) Level 2, Level 3 and most Level 4 question papers and their accompanying marking guidelines. The criteria used in this external moderation of question papers include the following aspects:

- The technical aspects relating to the presentation of the question papers and marking guidelines;
- The quality of the internal moderation;
- The coverage of content, learning and skills outcomes of each subject;
- The balance of cognitive skills demanding a variety of question types at different levels of demand and difficulty;
- The consistency of mark distribution and allocation according to cognitive skill demand and type of question;
- The relevance and correctness of the marking guidelines, especially in the facilitation of accuracy and standard of marking;
- Language ensuring a common interpretation and the minimisation of bias;
- The predictability of—and/or level of innovation—of the questions;
- The adherence of the paper to the relevant Subject and Assessment Guidelines in terms of weighting and cognitive demand;
- The evaluation of examiners' assessment frameworks/grids;
- The parity of demand and standard between November and Supplementary papers, and between these papers and the papers from previous years;
- An overall evaluative judgement by external moderators of the standard of the paper both in terms of its validity, reliability and suitability, and of its assessment of the level it purports to assess.

The approach to moderation taken by Umalusi demands strict adherence to the time frames agreed upon in the original planning strategy. An off-site approach, whereby the question papers, marking guidelines and supporting documents were sent to the external moderators, was followed. The process of moderation, communication with internal moderators to reach consensus on changes to be effected and finalisation of the question paper had to be completed within thirty days. The failure to adhere to these deadlines on the part of the DHET delayed the process and placed some Umalusi external moderators under extreme pressure in their attempts to complete the process on time. It

was agreed that Umalusi would receive the November 2011 and March 2012 question papers during February 2011. When it was evident that this would not happen, the date was moved to May 2011, and then postponed again until June. However, some papers were not received until mid-August. This is a matter of grave concern.

The table below indicates the number of November papers received. The majority (92%) of the papers were affected by the DHET's and a few external moderators' lack of adherence to time frames. Furthermore, 30% of the papers were not accurately labelled or complete, and could therefore not be sent straight to the external moderators.

Table 2: Time frames – receipt of question papers

	May	June	Subtotal end of June	During July and August	Total question papers moderated
Level 4	14 (20%)	35 (50%)	49 (70%)	21 (30%)	70
Level 3	3 (12.5%)	9 (37.5%)	12 (50%)	12 (50%)	24
Level 2	2 (7.7%)	9 (34.6%)	11 (42.3%)	15 (57.7%)	26

5 FINDINGS

The findings of the moderation of the question papers by Umalusi moderators are presented both statistically and as explanatory notes.

In 2011, Umalusi moderated 240 November 2011/March 2012 supplementary papers.

The 2011 model, in which interaction between the external moderators and internal moderators was encouraged, led to a smoother moderation process. While certain key factors will be clarified later under 'areas of good practice' and 'areas for improvement', a summary of actual findings is presented in the table below.

5.1 SUMMARY OF FINDINGS

Table 3: Moderation of question papers - findings

Criteria and findings	Concerns	Subjects
<p>5.1.1 Technical quality</p> <p>There was an improvement in the technical quality of question papers and most were generally compliant with the format requirements.</p>	<p>However, 52% of the papers were not print ready owing to technical and minor language and syntax errors. The following technical matters still require more focussed attention by DHET examiners and internal moderators:</p>	
	<ul style="list-style-type: none"> The instructions to candidates were not always clear. 	<p>Physical Science L2 P1, Principles of Computer Programming L3 P1 and P2, Early Childhood Development L4, Hospitality Services L4, Marketing Communication L4, New Venture Creation L4, Personal Assistance L4, English First Additional Language L4 P1, Welding L4</p>
	<ul style="list-style-type: none"> Time allowed was not sufficient for candidates to finish the paper. 	<p>English First Additional Language L4 P2, Human and Social Development L4, Life Orientation L3 P2</p>
	<ul style="list-style-type: none"> The numbering and mark allocation were not always clear or correctly indicated. 	<p>Drawing Office Procedures and Techniques L2, Business Practice L2, Computer Programming L4 P2, Office Data Processing L2</p>
	<ul style="list-style-type: none"> Mark distribution within marking guidelines was faulty. 	<p>Principles of Computer Programming L3 P1, Construction Supervision L4</p>
	<ul style="list-style-type: none"> Mark allocations were not consistent. 	<p>Business Practice L2, Principles of Computer Programming L3 P2, Sustainable Tourism in South Africa L2, Consumer Behaviour L4</p>
	<ul style="list-style-type: none"> The quality of illustrations, graphs and tables was not appropriate or print ready. 	<p>Drawing Office Procedures and Techniques L2, Office Practice L4, Physical Science L4 P2, Hospitality Services L3, Mathematics L3 P1 and P2, Mathematical Literacy L4, Animal Production L4, Entrepreneurship L2</p>
	<ul style="list-style-type: none"> Where papers had not been carefully edited, external moderators had to grapple with errors of language usage, incorrect 	

Criteria and findings	Concerns	Subjects
	spelling and typographical errors.	

Criteria and findings	Concerns	Subjects
<p>5.1.2 Internal moderation</p> <p>Examiners and moderators (internal and external) were able to negotiate changes, and the moderation exercise was more efficient both in respect of quality assurance procedures and use of time.</p> <p>Internal moderators' reports did not provide useful qualitative data to assist the external moderator in placing the paper in its developmental context.</p>	<p>However, where the external moderator had to make many changes, it was clear that internal moderation had not been effective.</p>	<p>English First Additional Language, Engineering Graphics and Design L3, Economic Environment L3, Principles of Computer Programming L3, Applied Accounting L4, Business Practice L4, Carpentry and Roof Work L4, Electrical Principles and Practice L4, New Venture Creation L4, Office Practice L4</p>
	<p>Some papers received by external moderators differed from those sent to the DHET by the internal moderators.</p> <p>The DHET staff had either unilaterally changed content or failed to effect recommended changes.</p>	<p>Business Practice L2 and L4, Hospitality Generics L4, Applied Policing L4</p>

Criteria and findings	Concerns	Subjects
<p>5.1.3 Content coverage</p> <p>According to this criterion, 93% of the examination papers covered Learning Outcomes and Assessment Standards adequately with the appropriate spread and weighting as prescribed in the guideline documents.</p> <p>Furthermore, moderators noted that there was a strong correlation between mark allocation, level of difficulty and time allocation.</p> <p>A greater variety of question types was evident, but creativity in questioning techniques was still lacking.</p>	<p>However:</p> <ul style="list-style-type: none"> • More application questions were required. 	<p>Marketing L3</p>
	<ul style="list-style-type: none"> • The selection and setting of multiple-choice questions was considered poor. 	<p>Welding L4</p>
	<ul style="list-style-type: none"> • Papers required more challenging questions. 	<p>Fitting and Turning L4</p>
	<ul style="list-style-type: none"> • Too many knowledge questions and the repetition of questions from past papers necessitated question replacement on an unacceptable scale. 	<p>Welding L4</p>

Criteria and findings	Concerns	Subjects
<p>5.1.4 Cognitive skills</p> <p>The use of the assessment framework verified that papers were set at the correct cognitive levels.</p> <p>Generally, content and skills were adequately covered and the balanced spread of questions challenged learners and required them to perceive causal relationships, to interpret, to demonstrate an ability to think, to argue and to reason.</p>	<p>Aspects of lack of compliance, with particular reference to November 2011 question papers, are listed below:</p>	
	<ul style="list-style-type: none"> In 29% of papers rephrasing of questions was necessary to enhance clarity. 	<p>Advertising and Promotions L4, Applied Engineering Technology L4, Client Services and Human Relations L2, Construction Supervision L4, Computer Integrated Manufacturing L4, Drawing Office Procedures and Techniques L2 P1, Early Childhood Development L4, Economic Environment L3, Electrical Systems and Construction L4, Engineering Processes L4, English First Additional Language L2 P2, Farm Planning and Mechanisation L4, Financial Management L4, Hospitality Services L4, Human and Social Development L4, Life Orientation L3 P1, Management Practice L4, Marketing L4, Marketing Communication L4, Mechatronic Systems L4, Office Practice L4, Mathematical Literacy L2 and L4 P1 and P2, Mathematics L3 and L4 P1 and P2</p>
	<ul style="list-style-type: none"> Moderators found that in 19% of question papers the lack of adherence to the Subject and Assessment Guidelines necessitated the replacement of questions. 	<p>Applied Accounting L4 P1 and P2, Business Practice L2 and L4, Computer Programming L4, Contact Centre Operations L4, Economic Environment L4, Entrepreneurship L2, Food Preparation L4, Life Orientation L2 and L4 P1, Marketing L3, Marketing Communication L2, Mathematics L4, Physical Science L2 P1 and L4 P1 and P2, Refrigeration and Air Conditioning Processes L4, Sustainable Tourism in South Africa L2, Welding L4</p>
<ul style="list-style-type: none"> Of particular concern was the substantial reworking of questions to ensure alignment with the Subject Assessment Guidelines in terms of 	<p>Welding L4</p>	

Criteria and findings	Concerns	Subjects
5.1.4 Cognitive skills	weighting and spread.	
	<ul style="list-style-type: none"> The paper was unbalanced as some topics were extensively examined while others were ignored. 	Physical Science L4 P2
	<ul style="list-style-type: none"> There was little evidence of the use of a taxonomy in the setting of some of the examination papers. 	Business Practice L2 and L4, Computer Programming L4, Drawing Office Procedures and Techniques L2, English First Additional Language L3, Fitting and Turning L2 and L4, Mathematics L2 and L4 P2, New Venture Creation L4, Physical Science all levels, Principles of Computer Programming L3, Professional Engineering Practice L4, Refrigeration and Air Conditioning Processes L4

Criteria and findings	Concerns	Subjects
5.1.5 Marking guidelines Generally, the marking guidelines were clear and assisted markers in assessing fairly and validly. The value of establishing clear marking guidelines at the point at which papers were set was recognised.	Ten percent of marking guidelines were judged to be unhelpful to markers when:	
	<ul style="list-style-type: none"> The mark distribution within the answers was not clearly indicated. Allocation of half marks caused confusion and is an unacceptable practice. 	Drawing Office Procedures and Techniques L2, Early Childhood Development L4, Financial Management L4
	<ul style="list-style-type: none"> Some answers in the marking guidelines were inaccurate and lacked clarity or conciseness. 	Business Practice L4, Electrical Principles and Practice L4, Hospitality Generics L4, Life Orientation L2 P2, Mathematical Literacy L4 and L2, Mathematics L4, Personal Assistance L4, Physical Science L4 P1 and P2, Welding L4
	<ul style="list-style-type: none"> Mark allocations were either not indicated, not consistent or incomplete. 	Business Practice L4, English First Additional Language L4 P1, Financial Management L4, New Venture Creation L4
	<ul style="list-style-type: none"> Marking guidelines and examination papers were not aligned. 	Drawing Office Procedures and Techniques L2, Marketing Communication L4, Refrigeration and Air

Criteria and findings	Concerns	Subjects
		Conditioning Processes, Welding L4

Criteria and findings	Concerns	Subjects
5.1.6 Language and bias The language of most question papers was pitched at the right level. Gender, race, and cultural bias were not evident in the sampled question papers.	However: <ul style="list-style-type: none"> Some passages used in the question paper were not of an appropriate length, and the complexity of vocabulary was inappropriate. 	Marketing L3, Afrikaans First Additional Language L4 P1 and P2, English First Additional Language L4 P1

Criteria and findings	Concerns	Subjects
5.1.7 Adherence to Assessment Guidelines Most question papers were accompanied by clear assessment frameworks and complied with current guideline documents. Most question papers illustrated coverage of syllabus, weighting and spread of content of learning outcomes and assessment standards as well as different cognitive levels.	Integration of Assessment Integration of the assessment throughout the paper and overlapping topics may have had an impact on weighting. Weighting therefore deviated slightly in some cases.	

Criteria and findings	Concerns	Subjects
5.1.8 Predictability Verbatim repetition of questions was generally not evident, although questioning techniques in certain topics could sometimes be predicted.	Aspects of lack of compliance with particular reference to November 2011 question papers are listed below:	
	<ul style="list-style-type: none"> Questions were taken verbatim from past papers. 	Food Preparation L4, Economic Environment L3, Human and Social Development L3, Contact Centre Operations L4, Marketing Communication L4
	<ul style="list-style-type: none"> Some papers lacked innovation. 	Physical Science L3 P1
	<ul style="list-style-type: none"> Some papers were repetitive with duplicated content questioning that did not challenge candidates. 	Applied Accounting L4

Criteria and findings	Concerns	Subjects
5.1.8 Predictability	<ul style="list-style-type: none"> Questions from the November paper were repeated in the Supplementary paper. 	Economic Environment L3

Criteria and findings	Concerns	Subjects
5.1.9 Overall Impression In terms of overall impression, 89% of the November 2011 and 2012 Supplementary examination papers were considered to be of an appropriate standard and relatively fair, valid and reliable in the first round of moderation.	Question papers at opposite ends of the scale of acceptance are listed below:	
	<ul style="list-style-type: none"> Question papers which were judged as print ready at first moderation. 	Carpentry and Roof Work L4, Materials L4, Construction Planning L4, Engineering Fabrication Sheet Metal Work L4, Electrotechnology L4, Fitting and Turning L2 and L4, Governance L4, Instrumentation Technology L2, Law Procedures and Evidence L4
	<ul style="list-style-type: none"> Question papers which did not comply. 	Contact Centre Operations L4, Drawing Office Procedures and Techniques L2 P1 and P2, Economic Environment L3, Food Preparation L4, Marketing Communication L4, Life Orientation L2 and L3 P1, Physical Science L4 P1 and P2 and L3 P1, Refrigeration and Air Conditioning Processes L4, Sustainable Tourism in South Africa L2, Welding L4

Criteria and findings	Concerns	Subjects
5.1.10 Moderation recommendations	Instances occurred where a lack of cooperation from the internal moderators delayed the external moderation process.	Farm Planning and Mechanisation L4, Applied Policing L4, Marketing L4, Physical Science L3 P1, Food Preparation L4
	Incorrect version of paper sent to external moderator by DHET.	Advertising and Promotions L4, Business Practice L2 and L4, Hospitality Generics L4
	Incorrect version of paper printed.	Welding L4

6 AREAS OF GOOD PRACTICE

An emphasis on the joint accountability of DHET and Umalusi moderators for ensuring the production of papers of print ready quality led to greater cooperation and the following positive results:

- The fact that the majority of papers were approved by Umalusi after the first external moderation demonstrates that team work and effort right from the beginning of the process improved the quality of the papers. Many issues could be clarified at an early stage in the external moderation process, and fewer papers had to be returned to examiners to be reset.
- In 2011, the assessment grids were submitted with the papers to the external moderator, and the improved standard of question papers attested to the use of grids in the setting process.
- The continued focus on the importance of the marking guidelines generally resulted in more accurate and better marking guidelines that would facilitate marking.

7 AREAS FOR IMPROVEMENT

7.1 LACK OF ADHERENCE TO PLANS AND TIME FRAMES

The failure to adhere to agreed time frames for the setting and moderation of NC(V) question papers constantly threatens the integrity of the entire setting and moderation process. In 2011, delays in the process again meant that Umalusi's external moderators, who were on standby, did not receive the work when they were expecting it, and some of them were subsequently unnecessarily pressurised in completing the work. Adherence to jointly agreed time frames is critical to the quality of the papers which NC(V) candidates ultimately write.

7.2 MODEL FOR QUESTION PAPER MODERATION

The off-site model of moderation created challenges, and changing to an on-site model would be more efficient. On-site moderation would enable direct interaction between the internal and external moderator, and could speed up the moderation process, ensuring greater efficiency and security.

The intended move to an eighteen month examination-setting cycle and on-site moderation of level 4 question papers by the DHET should go some way towards limiting the problems encountered in the off-site model.

7.3 TECHNICAL ASPECTS

The following aspects of the DHET quality control process require attention:

- Most examination papers and marking guidelines contained technical errors. The editing process must be rigorous to ensure papers of high quality. There ought to be no technical, syntax or language usage errors by the time the paper reaches the external moderator.
- The reproduction of questions with diagrams, symbols, texts and graphics must be clear.
- Instructions to candidates (both general and question-specific) must be concise and unambiguous.

7.4 INTERNAL MODERATION AND IMPLEMENTATION OF MODERATION DECISIONS

The current internal moderation reports are focused on compliance rather than on quality.

In 2012 and beyond:

- The internal moderator's report must provide evidence of the development of the paper as well as qualitative information to enhance the interaction between the external moderator and the paper.
- There must be absolute cooperation between the examiner, the internal moderator and the external moderator to ensure that the process of developing examination papers of quality flows smoothly. Corrections required by external moderators must be meticulously effected by the DHET, and only the correct final version of a paper should be printed.

7.5 CONTENT COVERAGE AND COGNITIVE DEMAND

More creativity in setting examination papers would provide candidates with interesting challenges and greater opportunities for creative thinking.

7.6 MARKING GUIDELINES

All marking guidelines must correspond with the question paper in terms of both mark allocation and subject matter. The guidelines must also include information on mark distribution within the questions. The provision of a wide range of possible answers will ensure the fairness of the marking process.

8 CONCLUSION

An examination question paper should provide learners with the opportunity to demonstrate their acquired knowledge and skills. As such, the examination question paper is an important measurement tool and it is vital that its validity, reliability and fairness are established. The challenge for examiners remains, however, to provide fair and reliable questions which allow candidates to demonstrate their ability to apply knowledge and to think creatively.

Within the scope of this report, where the focus is on compliance with policy requirements and commitment to the process, it is nevertheless important to note that the examination papers were of a satisfactory standard. Most November 2011 and March 2012 supplementary examination question papers succeeded in assessing the outcomes, aims and objectives of the Subject and Assessment Guidelines as required.

Overall, the skills involved in the setting of fair, valid and reliable national examinations for the National Certificate (Vocational), now in its third year of examination at Level 4, are being constantly refined and improved, and for this reason all involved in the process deserve recognition and appreciation.

Chapter 2

Moderation of Internal Continuous Assessment (ICASS)

1 INTRODUCTION

Internal continuous assessment (ICASS) is assessment conducted at the site of learning, by the college, the results of which count towards the achievement of the National Certificate Vocational (NC(V)). 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, according to the requirements specified in the Subject Assessment Guidelines of that particular subject.

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

The main objective of monitoring and moderating the internal assessment is to:

- Ensure that sites of delivery are appropriately resourced;
- Ascertain the appropriateness and standard of the assessment tasks;
- Ensure that sufficient tasks of different types have been administered;
- Ensure that evidence is collected and documented efficiently;
- Ensure that assessment across different sites of delivery is consistent and that standards are maintained; and
- Monitor the quality of moderation at different levels in the system.

2 PURPOSE

The purpose of this chapter is to:

- Outline the approach followed in the moderation of internal assessment;

- Provide an indication of the size of the sample included in the quality assurance of the internal assessment exercise in terms of sites and subjects;
- Give an overview of the critical findings related to the quality and standard of the internal assessment;
- Highlight areas of good practice and those requiring improvement; and
- Suggest recommendations to enhance the quality of internal assessment.

The evaluation is based on visits to selected sites by Umalusi's external moderators and Umalusi staff. The site visits included interviews with relevant officials, observations and scrutiny of documentary evidence.

3 SCOPE

Umalusi's quality assurance of the internal assessment component consisted of two phases, namely:

- Firstly, the implementation of internal assessment was monitored at a sample of sites;
- Secondly, moderation of the learner and educator portfolios was undertaken at one centralised venue in each of the nine provinces.

Initially, Umalusi planned to monitor the implementation of internal assessment for a sample of NC(V) Level 2, 3, and 4 subjects at 38 selected sites across all colleges in all nine provinces during May 2011. However, as Bloemfontein Campus of Motheo College could not be visited due to ongoing industrial action, only 37 sites were visited.

In some cases a site was visited for the moderation of more than one subject and/or level, e.g. English First Additional Language and Mathematics. Twenty-one moderators and two Umalusi staff members were deployed to various sites to undertake this task.

The table below indicates the sites and subjects included in the May 2011 monitoring visits.

Table 4: Subjects and sites included in the May ICASS monitoring visits

No.	Subject	Level	Province	College/Site	Campus
1	Advertising and Promotions	2, 3	KwaZulu-Natal	Coastal KZN	Durban
		2, 4			Umbumbulu
2	Afrikaans First Additional Language	2, 3	Western Cape	Tygerberg	Parow
		2, 3	Northern Cape	Northern Cape Rural	Namaqualand

No.	Subject	Level	Province	College/Site	Campus
3	Animal Production	2	Gauteng	Western	Thuba Makote (Magaliesburg)
		2	North West	Taletso	Lichtenburg
4	Art and Science of Teaching	2, 3	KwaZulu-Natal	Umfoloji	Mandeni
		3, 4	Gauteng	Sedibeng	Vanderbijlpark
5	Carpentry and Roof Work	2, 3	Eastern Cape	Ikhala	Sterkspruit
					Ezibeleni
		2, 4	Northern Cape	Northern Cape Urban	Kimberley (Moremogolo)
2, 3					
6	Criminal Justice Structures and Mandates	3	Gauteng	Tshwane North	Temba
		3		Springfield College (Pretoria)	
7	Criminal Justice Process	4		Tshwane North	Temba
8	Economic Environment	-	Free State	Motheo	Bloemfontein*
		2, 3, 4	KwaZulu-Natal	Mnambithi	Ladysmith
9	Electrical Principles and Practice	2	Gauteng	South West Gauteng	Roodepoort West
10	Engineering Fabrication - Boiler Making	3, 4	Mpumalanga	Nkangala	Mpondozankomo
		3, 4	Western Cape	College of Cape Town	Thornton
11	Engineering Fundamentals	2	Gauteng	Tshwane North	Temba
		2	Northern Cape	Northern Cape Rural	Kathu
12	Engineering Practice and Maintenance	3	Gauteng	Tshwane North	Temba
13	Engineering Processes	4	Northern Cape	Northern Cape Rural	Kathu
14	English First Additional Language	2, 3, 4	Mpumalanga	Ehlanzeni	Nelspruit
		2, 3, 4	Free State	Flavius Mareka	Kroonstad
15	Hospitality Generics	2, 3, 4	Gauteng	Western	Randfontein
		2, 3, 4	Western Cape	West Coast	Malmesbury
16	Introduction to Computers	2, 3	Eastern Cape	Port Elizabeth	Iqhayiya
		2, 3	Gauteng	Tshwane South	Pretoria West
17	Life Orientation Paper 1	2, 3, 4	Free State	Flavius Mareka	Sasolburg
		2, 4	KwaZulu-Natal	Elangeni	Kwa Mashu

No.	Subject	Level	Province	College/Site	Campus
18	Life Orientation Paper 2	2, 3, 4	Free State	Flavius Mareka	Sasolburg
		2, 4	KwaZulu-Natal	Elangeni	Kwa Mashu
19	Mathematics	2	Mpumalanga	Nkangala	Middelburg
		2	Free State	Flavius Mareka	Kroonstad
		2, 3, 4	Limpopo	Capricorn	Polokwane Seshego
20	Mathematical Literacy	2, 3, 4	Mpumalanga	Gert Sibande	Ermelo
		2, 3, 4		Barberton Correctional Services	
		2, 3, 4	KwaZulu-Natal	Esayidi	Clydesdale
		2, 3		Mthashana	Kwa-Qgikazi
21	Office Practice	2, 3	Limpopo	Mopani	Phalaborwa
		2, 3		Letaba	Tzaneen
22	Operations Management	2, 3	Free State	Motheo	Bloemfontein*
		2, 4	Northern Cape	Northern Cape Urban	Kimberley (Moremogolo)
23	Physical Science	2, 3, 4	Gauteng	Ekurhuleni East	Kwa-Thema (Tlamoha)
		2, 3, 4	North West	Vuselela	Jouberton
24	Principles of Criminal Justice	2	Gauteng	Tshwane North	Temba
25	Science of Tourism	2, 3, 4	KwaZulu-Natal	Umgungundlovu	Msunduzi
		2, 3, 4	North West	Vuselela	Potchefstroom
26	Stored Programme Systems	4	Eastern Cape	Port Elizabeth	Iqhayiya
		4	Gauteng	Tshwane South	Pretoria West

*Site could not be visited owing to industrial action

In addition to the on-site visits, Umalusi conducted off-site moderation of Applied Accounting and Physical Science Levels 2, 3 and 4, because of the lack of compliance observed in these subjects in 2010.

Previous visits to Vhembe College had exposed serious challenges regarding the implementation of the NC(V) programmes. Umalusi therefore conducted a follow-up visit to determine whether recommendations had been implemented. The table below indicates the programmes/subjects that were monitored during this visit.

Table 5: Programmes/subjects included in the Monitoring of Makwarela and Mavhoi Campuses

No.	Programmes/Subjects
1	Automotive Repair and Maintenance
2	Carpentry and Roof Work
3	Electrical Infrastructure Construction
4	Fitting and Turning
5	Masonry
6	Plumbing
7	Roads
8	Welding

The table below indicates the sites which were requested to submit evidence of the implementation of ICASS to Umalusi.

Table 6: Sites and subjects included in the off-site moderation of ICASS

No.	Subject	Province	College/Site	Campus
1	Applied Accounting	Gauteng	Central Johannesburg	Parktown
			Tshwane North	Pretoria
			Leeuwkop Medium C	Soshanguve
		KwaZulu-Natal	Coastal KZN	Umlazi BB
		Limpopo	Lephalale	Lephalale
			Mopani South East	Phalaborwa
2	Physical Science	Limpopo	Vhembe	Makwarela
				Mashamba
				Mavhoi

During September/October 2011, 22 moderators and four Umalusi staff members were deployed across all provinces to moderate Level 2, 3 and 4 internal assessment learner portfolios (portfolios of evidence) and educator portfolios (portfolios of assessment) in a selected sample of NC(V) subjects.

The moderation took place at a centralised venue in each of the nine provinces and each subject was moderated across two provinces. An exception occurred in Advertising and Promotions and Mathematics, where portfolios from one and three provinces were sampled respectively. In the main, portfolios from at least five sites per province were sampled. This was, however, dependent on the number of sites offering the particular programme in a specific province.

The moderation was conducted over a period of three days, from 30 September to 2 October 2011.

The subjects and the provinces where the portfolios were moderated are indicated in the table below.

Table 7: Moderation of ICASS portfolios – September/October 2011

No.	Subject	Province								
		Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
1	Advertising and Promotions				✓					
2	Afrikaans First Additional Language							✓	✓	
3	Animal Production			✓			✓			
4	Art and Science of Teaching			✓	✓					
5	Carpentry and Roof Work	✓						✓		
6	Criminal Justice Structures and Mandates			✓						
7	Criminal Justice Process			✓						
8	Economic Environment		✓		✓					
9	Electrical Principles and Practice	✓		✓						
10	Engineering Fabrication - Boiler Making						✓		✓	
11	Engineering Fundamentals			✓				✓		
12	Engineering Practice and Maintenance			✓				✓		
13	Engineering Processes			✓				✓		
14	English First Additional Language		✓				✓			
15	Hospitality Generics			✓						✓

No.	Subject	Province								
		Eastern Cape	Free State	Gauteng	KwaZulu - Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
16	Introduction to Computers	✓		✓						
17	Life Orientation Paper 1		✓		✓					
18	Life Orientation Paper 2		✓		✓					
19	Mathematics		✓			✓	✓			
20	Mathematical Literacy				✓		✓			
21	Office Practice					✓				
22	Operations Management		✓						✓	
23	Physical Science			✓				✓		
24	Principles of Criminal Justice			✓						
25	Science of Tourism				✓			✓		
26	Stored Programme Systems	✓		✓						

4 APPROACH

Umalusi undertook on-site monitoring of the state of internal assessment during May 2011, and the centralised moderation of portfolios was completed during September/October 2011. Provincial Departments of Education, colleges and campuses were informed in advance of the intended monitoring and moderation visits.

For the moderation of portfolios in October, a sample of sites was requested to submit a predetermined number of portfolios of evidence, accompanied by the relevant portfolios of assessment for moderation. The Provincial Departments of Education coordinated the planning of this moderation process.

5 FINDINGS

5.1 MAY 2011 MONITORING VISITS

The following section presents the findings of the monitoring of the implementation of internal assessment which was conducted in May 2011. The concern remains that, where shortcomings were noted, effective delivery of the NC(V) qualification may have been hampered.

5.1.1 Physical resources

Moderators reported a marked improvement in the availability of resources for the implementation of internal assessment, for which colleges concerned should be commended. However, further improvement is still required if all learners are to be exposed to teaching of quality, irrespective of the geographical location of the college.

a. Workshop/Simulator/Practicum room

Almost all (94% of) the sites visited had a room (workshop or simulation room or appropriately equipped classroom) in which learners could gain practical experience in the particular subject. A large number (78%) of these rooms were equipped with the necessary facilities and equipment to perform the practical tasks required by the outcomes of the subject; but only 65% of the sites had facilities which could accommodate the number of learners enrolled. Colleges must take into account their actual capacity when enrolling learners for NC(V) programmes, or find innovative ways of ensuring that timetables allow for the accommodation of higher numbers of learners.

Computers and printers were made available for the learners to complete assignments and to do research at 89% of these sites. However, only 73% of the sites provided internet access to learners.

About 89% of the simulated venues, including ordinary classrooms, complied with Occupational Health and Safety standards. This was regarded as a positive move, as the foundations of good workplace practices must be laid during teaching and learning.

A marked improvement was observed at Vhembe College, at the Makwarela and Mavhoi Campuses since Umalusi's 2009 and 2010 monitoring visits. Facilities and equipment were being upgraded, while some machinery had been repaired and was functioning well. The challenge of limited internet connectivity was being addressed. Management at these campuses had taken cognisance of the available facilities and

resources when enrolling learners. However, the Physical Science apparatus was still in boxes as the room set aside for practical work was not yet ready.

The implementation of the Level 4 Pastel Accounting section of Applied Accounting (Paper 2) did, however, cause great concern. None of the sites sampled for off-site monitoring/moderation of internal assessment (refer to Table 6 above) provided any evidence of teaching and learning having commenced in this section of the work. This section should be included in the timetable in such a way that it runs concurrently with other tasks during the year.

The table below indicates the sites that lacked and/or had facilities which were inadequate to offer practical training. This resulted in learners being denied exposure or receiving inadequate exposure to the practical component. Since the NC(V) is primarily a qualification with a strong practical/vocational bias, this is a matter of serious concern and one which the DHET, as the assessment body, will need to take up in 2012.

Table 8: Lack of/inadequate facilities to offer NC(V) programmes

No.	Subject	Level	Site	Finding
1	Advertising and Promotions	2, 3	Durban	There was inadequate equipment in the simulation room.
2	Animal Production	2	Thuba Makote	There was a shortage of infrastructure and animal housing. The location of the available resources was unacceptable.
3	Carpentry and Roof Work	2, 3	Sterkspruit	There was a workshop available for this subject, fitted with machines; however, none of these were in working order. There was a computer laboratory, but without internet facilities for learners.
		2, 4	Ezibeleni	The workshop was adequately equipped, but some machines still had to be connected to the electricity supply. The situation had not improved since the 2010 monitoring visit.
4	Economic Environment	2	Ladysmith	Campus had a simulation room, with the required equipment, but there was no evidence that this room was used by the learners. It appeared instead to be used as an additional storeroom for equipment.
5	English First Additional Language	2, 3, 4	Nelspruit	Learners were not allowed to access computers or the internet in the IT section – an environment which would allow candidates access was still being developed. Limited opportunity to implement practical component.

No.	Subject	Level	Site	Finding
6	Hospitality Generics	2	Malmesbury	Facilities available were not adequate and could not accommodate the enrolled learners.
		2	Randfontein	The facilities were available, but were small and would probably not be able to accommodate enrolled learners for practical sessions or assessments.
7	Introduction to Computers/Stored Programme Systems	2, 3	Iqhayiya	Available facilities were not adequate for number of learners.
8	Mathematics	2, 3, 4	Polokwane	There were no computer facilities for use by learners; internet facilities were not easily accessible.
9	Mathematics Literacy	2, 3, 4	Barberton Correctional Services	The correctional services facility had classrooms and one computer room available to learners. Prison regulations do not allow learners access to internet facilities.
10	Office Practice	2, 3	Phalaborwa	A simulated office environment was available, but it was poorly equipped and not being used to its full capacity.
		2, 3	Tzaneen	The campus had two Office Administration simulators, neither of which was operating to capacity. One facility was well equipped with basic office equipment but practical tasks were severely hampered by limited space in which to effectively accommodate an entire group of learners.
11	Physical Science	2, 3	Jouberton	Absence of a suitable environment in which candidates could gain practical experience; limited resources with which to offer the practical component.
		2, 3, 4	Makwarela and Mavhoi	There was no room dedicated to the conduct of Physical Science practicals. Equipment/apparatus was not stored in an acceptable manner and not readily available for use.
12	Stored Programme Systems	4	Iqhayiya	Available facilities were not adequate to accommodate the enrolled learners.

5.1.2 Human resources

There was an indication that 73% of the sites visited had suitably qualified and experienced staff to offer the specific NC(V) programmes. Only 46% of the sites visited had plans to train staff and some colleges (35%) had no process in place to identify the training needs of staff. Despite this, training is clearly an imperative and lecturers at 35% of the sites indicated that they needed further training in:

- Subject matter content;
- Assessment of practical work; and
- Integration of assessment within the programme.

Lecturers at 65% of the sites visited indicated that they were not exposed to the workplace environment or to the relevant industry. This must hamper their awareness of new technological developments, as well as the sharing of good practices.

5.1.3 Learning and training material

It was found that 76% of the visited sites had received textbooks/teaching material at the beginning of the academic year when classes started. Despite ordering the textbooks in good time, some sites reported receiving them very late. Some sites were still waiting for the delivery of textbooks. One site (Namaqualand) had only issued the textbooks later in the year. Late or no delivery was mainly due to delays by publishers/suppliers. This has detrimental effects on the quality of curriculum delivery.

The table below indicates the sites that received textbooks late and the subjects which were affected.

Table 9: Examples of sites and subjects affected by late/non-delivery of textbooks

Subject	Campus	Finding
Afrikaans First Additional Language	Namaqualand	The textbooks were available at the beginning of the year but the learners could not afford to purchase them - books were issued later in the year, after funding was received.
English First Additional Language	Kroonstad	Textbooks were ordered in October 2010 - Levels 2 and 4 arrived late, but no books had arrived for Level 3 at the time of the visit. Educators had made copies of texts and activities for learners in Level 3.
English First Additional Language	Nelspruit	Textbooks ordered in October 2010 only arrived at end of March 2011. Educators had made copies of texts and activities for learners.
Introduction to Computers /Stored Programme Systems	Iqhayiya	Textbooks were not received on time, but classes still commenced as scheduled.
Mathematical Literacy	Ermelo	Campus initially experienced a shortage of Level 2 textbooks; copies were made for use until the books arrived. All learners had textbooks at the time of the visit.
Mathematics	Middelburg	Textbooks were ordered in December 2010 but had not been delivered by the time of the visit. The campus had retrieved textbooks in 2010 from previous learners, and present learners were temporarily using these books.

Subject	Campus	Finding
Mathematics	Kroonstad	Textbooks had been ordered in December 2010, but Level 2 textbooks had not been received at the time of the visit; the educator was using books left over from 2010 and had compiled notes based on additional concepts in the curriculum.
	Seshego	Textbooks had been ordered in October 2010, but only about 50% of learners in all three levels had received textbooks on time. Some learners were still waiting when the site was visited.
Principles of Criminal Justice/Criminal Justice Structures/Criminal Justice Process	Temba	Outstanding textbooks for Levels 2, 3 and 4 were received at the beginning of March 2011.

5.1.4 Teaching and learning

The majority (73%) of sites had begun classes as scheduled per college calendar. However, some sites only started teaching after the original scheduled date. Late commencement of classes reduces teaching and learning notional hours and, unless special measures are taken to make up for this, may have a negative effect on learners' achievement. The following are examples of the sites that could not begin on time due to late/low/slow enrolments.

Table 10: Sites where classes commenced after the scheduled date

Site/Campus	Finding
Temba	Classes were delayed because of poor enrolment; there was thus an extension of the registration process. Teaching and learning commenced in the second week of February. Campus was on track with teaching and learning at the time of the visit.
Lichtenburg	Campus experienced late resumption of classes, because very few learners came to school as scheduled; the educators waited for a sizeable number of learners before starting classes.
Makwarela	Level 3 and 4 classes commenced only in February owing to outstanding results and supplementary examinations.
Namaqualand	Learners could not attend classes at the beginning of the year as they did not have money for registration or transport. Those who came from outlying areas did not have accommodation. Level 3 learners wrote supplementary exams in February/March and had to wait for their results before they could start classes.
Nelspruit	Classes began about two weeks late because of late registrations.
Phalaborwa	Classes commenced late due to lengthy registration processes and learners' inability to pay registration fees. The availability of bursary funds was announced late.
Polokwane	Lectures started two days after the planned date.

Site/Campus	Finding
Roodepoort West	Classes started late. Enrolment was slow. Educators had been working longer hours to catch up with work.
Sterkspruit	Registration was scheduled for the first week of January but in effect classes only started in the first week of February.
Tlamoha	Classes commenced two weeks after the scheduled date.

5.1.5 Financial resources

About 92% of the sites visited had a budget for consumables to be used in practical work. However, lack of effective planning and tedious procurement procedures resulted in these often being unavailable when they were needed. This is a serious concern as it had a detrimental effect on the ability of these sites to deliver high quality tuition.

5.1.6 Assessment

a. Assessment Policy

About 97% of the sites visited had an assessment policy which complied with national policy. Some of these policies, however, contained sections which were irrelevant or outdated and required urgent review. These policies covered most of the crucial aspects of assessment. However, some staff members were not conversant with the content of the particular policy, resulting in the assessment policy being only partially implemented at some sites.

Generally, though, there was evidence that Subject and Assessment Guidelines had been followed.

b. Assessment tasks

Almost a third (30%) of the sites did not have a plan in place for the development of assessment tasks, and no systems in place to ensure that tasks were of an acceptable standard. This is worrying as there was an absence at these sites of progress details which indicated when and how different tasks would be developed.

Some provinces had structures that developed different types of assessment tasks to ensure consistency across all sites. However, tasks were not always varied in levels of difficulty and most only tested knowledge and comprehension. About 51% of the tasks did not engage with any of the higher order cognitive skills as they ought to have. Thus, the quality of the assessment tasks at some sites raises concerns as they do not provide results that are meaningful indicators of what the learners know, understand and can do at the time of the assessment.

The weighting of some of the tasks was not allocated according to the Subject and Assessment Guidelines at 22% of the sites visited.

Most assessment tasks were observed to be traditional tests and internal examinations. There were very few assignments, case studies, practical tasks and other forms that required research and higher order thinking skills or supported the vocational focus of the qualification.

c. Technical aspects

The quality of the assessment instruments and tools requires urgent attention as far as technical aspects are concerned. The following aspects of the developed assessment tasks were observed:

- The time allocation, name of subject and instructions to candidates were not clearly indicated at 22 % of the sites visited;
- In some cases, the mark allocation on the assessment tasks differed from that on the marking guidelines (observed at 11% of the sites);
- The quality of the illustrations, graphs and tables was not clear and user-friendly (at 14% of the sites); and
- The numbering of questions in the assessment tasks was incorrect at 14% of the sites visited.

d. Marking tools

The majority (81%) of marking tools were found to be relevant and appropriate to the scoring of the tasks. Most marking tools were also clear and neatly typed with mark allocation and distribution of marks clearly indicated. However, 35% of the marking tools did not allow for alternative responses. This practice is detrimental to learner performance as learners – often the brighter ones – are disadvantaged.

e. Portfolios

Portfolios of assessment were found to be neatly organised at 95% of the sites visited. Most portfolios included relevant documents such as the daily/weekly/year plan as well as the formal schedule of assessment. Thirty percent of sites did not include the requirements for each assessment task and 24% did not include tools for each assessment task. Despite this, compliance in terms of relevant documents was relatively high.

f. Administration of internal assessment

Learners' work was assessed regularly at 92% of the sites visited and the tasks were assessed according to the assessment tools. Learners were able to answer most questions in the tasks.

The issue of applying re-assessments remains a contentious one as it is applied differently. About half (51%) of the sites visited did re-assessments.

There was evidence of feedback on performance of learners at 56% of sites visited. However, feedback at many of the sites was not relevant, adequate or focused on the strengths and weaknesses of the learners. Poor/limited feedback hampers effective and meaningful learning and has a detrimental effect on the final outcome/results of the learner.

g. Quality assurance of assessment

There was evidence of a schedule of moderation of assessment at 78% of the sites visited, but the schedules were not always implemented according to plan.

h. Moderation of internal assessment tasks

Assessment tasks and marking tools were moderated at most sites. However, records of the tasks moderated was lacking at 38% of the sites visited. Around 41% of the sites did not provide any feedback to the person who had moderated the tasks while there was no follow-up on the implementation of recommendations at 68% of the sites. The input from the internal moderator was often (at 59% of the sites) not relevant or appropriate. Lack of qualitative feedback and follow-up from internal moderators results in the administration of poor quality assessment tasks. Also, the opportunity to develop lecturers and to facilitate continued improvement is jeopardised.

The quality of internal moderation was thus extremely poor. In most cases, internal moderation was treated merely as a compliance exercise, and therefore did not serve the intended purposes of genuine moderation of the task and related marking tool or rubric. The process therefore added no value. The completed templates were treated as a simple checklist and, on closer scrutiny, it was clear that certain aspects had not been adhered to as claimed.

i. Moderation of the conduct of assessment

There was evidence of a plan for the moderation of the conduct of internal assessment at 76% of the sites visited. At these sites, 10% of the scripts/assignments/projects had been moderated internally. The sample included the full range of performance by learners. The shortcoming was that only 32% of the moderators provided qualitative feedback to the assessor and 65% of the moderators did not follow up on the implementation of recommendations.

5.2 MODERATION OF PORTFOLIOS

The following comments provide a broad overview of the findings of the moderation of portfolios during September/October 2011.

5.2.1 Lecturer portfolios (Portfolios of assessment)

a. Content

There was a marked improvement in the standard and quality of lecturer portfolios. It was noted that this year, 90% of the moderated portfolios had been organised in accordance with the prescribed minimum portfolio requirements. The portfolios contained crucial documents, namely:

- A daily/weekly/year plan/schedule;
- The formal schedule of assessment;
- The requirements for each assessment task;
- The tools used for each assessment task; and
- The recording instruments.

At some sites, the daily/weekly/year plan/schedule had not been completed or updated. Some schedules lacked detail, e.g. date of topic completion was not recorded. In some instances, the assessment schedule and the actual assessments conducted did not correspond at all. Some portfolios contained incomplete or partially completed documents. There was an emphasis on compliance rather than on quality.

The tables 11 and 12 below list sites where lecturer portfolios were neatly organised and contained all the relevant documents, and sites where portfolios were incomplete, respectively.

Table 11: Examples of effectively organised portfolios

Subject	Site
Afrikaans First Additional Language	Caledon Drakenstein Kathu
Art and Science of Teaching	Mandeni Mnambithi Roodepoort Vanderbijlpark
Electrical Principles and Practice	John Knox Bokwe

Subject	Site
Engineering Fabrication – Boiler Making	Bellville Westlake
Engineering Practice and Maintenance	Boksburg
Engineering Processes	Upington
English First Additional Language	Kanyamazane
Hospitality Generics	Oudtshoorn Roodepoort Springs
Life Orientation Paper 2	Welkom Bonamelo
Mathematics	Mavhoi
Office Practice	Lephalale Phalaborwa Tzaneen
Physical Science	Ellispark Kempton Kwa Thema Roodepoort West Sebokeng
Science of Tourism	Richtek Emandleni Potchefstroom Mankwe

Table 12: Examples of incomplete portfolios

Subject	Level	Site	Challenge
Afrikaans First Additional Language	2, 3	Upington	Weekly/year plan referred to 2009. No dates indicated on any lesson plans. Information not filed logically and the lack of dates and numbering of tests and tasks made it difficult to understand what belonged where.
Electrical Principles and Practice	4	Ellispark	Mark sheets not included. Dates not provided on schedule of assessment.
	4	Roodepoort West	Only assessment instruments included in portfolio; no evidence of assessment tools except for one assignment.
Engineering Processes	4	Alexandra	There was no formal schedule of assessment.
		Odi	A weekly plan showing when the various topics would be taught was included but there was no evidence of a formal schedule of assessment.
Principles of Criminal Justice	2	Brooklyn City	Portfolios were poorly organised; there were folder/dividers but documents were not filed correctly.

b. Assessment tasks

The majority (93%) of tasks were found to be in line with subject outcomes and assessment criteria. In some provinces, the focus groups and other teams developed standardised tasks/Common Assessment Tasks/Internal Common Examinations, e.g. Free State, Gauteng and Western Cape.

There was an undue reliance on past examination question papers and exemplars instead of the implementation of other forms of assessment.

Sometimes there seemed to be no difference between what were claimed to be assignments and practical tasks, and the tests; assignments/practical tasks were more like theoretical tests. Lecturers lack competence in defining the differences between these crucial aspects of assessment task development.

Some intellectually challenging tasks that conformed to all cognitive requirements were observed, however, for instance in Physical Science L4, at Sebokeng. Successful integration of Life Skills and Computer components was noted in the portfolio of Lere-la-Tshepe, Life Orientation L3. The campus had examples of effective tasks, though these featured language errors which should have been identified during internal moderation.

The poor quality of tasks remains a concern as this has a direct impact on the reliability and validity of the ICASS marks. The following weaknesses in tasks were observed at the indicated sites:

Table 13: Examples of shortcomings in ICASS tasks

Challenge	Site
The percentage of marks awarded to tasks did not correspond with the weighting of the various topics.	Mpumalanga Upington
Tasks were not appropriate for the purpose.	DSDC
The tasks were not intellectually challenging and did not allow for creative responses.	Johannesburg
The range of cognitive levels was not addressed in terms of the Assessment Guideline.	Kwa Mashu Kwa-Gqikazi

About 65% of portfolios moderated lacked any evidence of revision or improvement of tasks.

It was observed that some Provincial Departments of Education had developed and implemented assessment tasks in an attempt to standardise internal assessment. This is good practice; however, the implementation of these common assessments should be incorporated into college management plans at all sites to limit disruptions to the implementation of integrated summative assessment tasks (ISATs).

c. Internal moderation

Most lecturer portfolios (90%) had been moderated at campus level, but only 55% were moderated at college level. In most instances, internal moderation was limited to the checking of compliance of the content of the portfolios. Internal moderation at provincial level was evident in some provinces. Moderation reports were available in the form of checklists but in most cases lacked qualitative comments on the actual work and quality of assessment tasks and tools. Poor moderation of portfolios does not add value to the process of teaching and learning.

d. Recording and reporting

Records of learner progress were included in 99% of the portfolios though some were partially or incorrectly completed, or not completed at all. Records of marks in the educator portfolios corresponded to the marks in the learner portfolios in 81% of portfolios.

5.2.2 Learner portfolios

a. Structure of portfolios

The standard of portfolios ranged from excellent to very poor. Portfolios from most sites were neat and presentable with all crucial documents filed in a logical manner. However, some of the portfolios were badly organised which made it difficult to find information. Furthermore, important documents were either missing or incomplete. The table below indicates sites which revealed some shortcomings in learner portfolios:

Table 14: Examples of portfolio shortcomings

Shortcoming	Subject	Level	Site
Portfolio not presentable	Principles of Criminal Justice	2	Brooklyn City
	Animal Production	2	Thuba Makote
	Mathematics	2, 3	Kroonstad
		2, 3	Kwetlisong
		2, 4	Middelburg
3, 4	CN Mahlangu		
Tasks not filed in an orderly manner	Principles of Criminal Justice	2	Brooklyn City
	Carpentry and Roof Work	2, 4	Moremogolo
	Mathematical Literacy	3, 4	Barberton
	Animal Production	2	Thuba Makote
	Science of Tourism	2, 4	Gamalakhe
	Life Orientation - Life Skills	3, 4	Kokstad
		2	Maputa
3, 4		Kwa Mashu	

Shortcoming	Subject	Level	Site
Record of achievement not included	Science of Tourism	2, 3	Msunduzi
	Mathematics	2, 3	Kroonstad
		2, 3	Kwetlisoong
		3	Tosa
		2, 4	Middelburg
		3, 4	Standerton
		3, 4	CN Mahlangu
		2	Ermelo
	Life Orientation - Life Skills	3, 4	Kwa Mashu
	Engineering Processes	4	Alexandra
		4	Temba
	Advertising and Promotions	2, 3	Msunduzi
		4	Umbumbulu
	Life Orientation - Computers	2	Kwa Mashu

b. Assessment tasks

Most moderated portfolios (89%) met the minimum requirements for the number of ICASS tasks. However, some colleges did not meet this requirement. The following are examples:

Table15: Examples of insufficient number of ICASS tasks

Site	Subject	Level	Shortcoming
Durban	Advertising and Promotions	2	Only four tasks in portfolio
Umlazi BB		2	Only five tasks in portfolio
Umbumbulu		4	Only five tasks in portfolio
Kwa Mashu	Life Orientation P1	4	Only two tasks in portfolio
Kwa Mashu	Life Orientation P1	3	Only two tasks in portfolio
Maputa	Life Orientation P1	2	Only three tasks in portfolio
Kwa Mashu	Life Orientation P2	3	Only two tasks in portfolio
Kwa-Gqikazi	Life Orientation P1	3	Only three tasks in portfolio
Mpumalanga	Mathematical Literacy	3, 4	Only four tasks in portfolio
Temba	Engineering Processes	4	Only three tasks in portfolio
Ndwedwe	Science of Tourism	2, 3	Only four tasks in portfolio
Iqhayiya	Stored Programme Systems	4	Only one theory and two practical tasks in portfolio

The fact that little qualitative feedback was provided to learners after assessment remains a serious concern; there was no or only limited evidence of feedback in most portfolios. Where feedback was provided, it was not useful and did not focus on the strengths and

weaknesses of the learners' performance, and made no contribution to their development.

c. Internal moderation

There was evidence that 69% of portfolios had been moderated at campus level. In some cases, there was no clear indication of whether the moderation had been done at campus or college level. There was some evidence of moderation at provincial level, e.g. Free State, Gauteng, Mpumalanga and Western Cape, but none at national level. In addition, it was noted that internal moderation was not done regularly and that most moderation was implemented only as a compliance check.

At some sites there was no evidence that portfolios had been internally moderated either at campus or college level. The following are examples:

Table 16: Examples of college sites - no evidence of portfolio moderation

Subject	Site
Advertising and Promotions	Durban Umlazi Msunduzi
Life Orientation P2	Tosa Sasolburg Kwa Mashu Springfield
Life Orientation P1	Bonamelo Kokstad
Carpentry and Roof Work	John Knox Bokwe Siteto Mthatha Teko
Engineering Fabrication - Boiler Making	Thornton
Mathematical Literacy	Clydesdale Kwa-Gqikazi
Engineering Processes	City (Northern Cape) Upington
Afrikaans First Additional Language	City (Northern Cape) Kathu Upington

5.3 AVAILABILITY OF PORTFOLIOS

The sample of sites and subjects for moderation was predetermined and communicated to all relevant parties. The provincial coordinators played an important role in ensuring that colleges submitted their portfolios and there was a marked improvement in submission. Perhaps as a result of miscommunication, two sites, East London (Introduction to Computers/ Stored Programme Systems) and Sasolburg (Operations Management), submitted their portfolios at a later stage.

6 AREAS OF GOOD PRACTICE

6.1 POLICIES

Current and relevant policies were being implemented at most sites.

6.2 PORTFOLIOS

Most colleges provided presentable and well-organised portfolios with evidence of effective planning, appropriate assessment instruments and assessment tools.

6.3 ASSESSMENT

The use of focus groups, subject committees and similar structures to develop effective, standardised assessment instruments and tools proved to be valuable in building capacity and developing tasks of an appropriate standard.

6.4 TEACHING AND LEARNING

The majority of colleges have resource centres equipped with computers and reference materials. The availability of software to support teaching and learning, such as Plato, appeared to have improved numeracy and literacy levels.

6.5 TEACHING AND LEARNING MATERIAL

Ordering textbooks the year before they are needed and retaining old textbooks for re-use is evidence of good planning and ensures that textbooks are available at the beginning of the year, which also saves costs.

6.6 INTERNAL MODERATION

Realistic and achievable management plans and moderation templates for college and provincial moderation were in place at many colleges.

7 AREAS FOR IMPROVEMENT

7.1 POLICIES

Policies must be fully and uniformly implemented to improve the quality of work. Provision must be made for a review of policies to ensure that information is current and relevant.

7.2 PORTFOLIOS

College staff must be trained in the use of templates and forms. The importance of completing the forms correctly must be emphasised to ensure that the process is meaningful and serves a purpose.

The poor standard of portfolios at certain sites points to inadequate curriculum delivery and an absence of internal quality management systems. This must be rectified without delay.

Failure to meet the required number of formal tasks is unacceptable.

7.3 ASSESSMENT

Each assessment task should be designed to address the subject outcomes, learning outcomes, assessment standards, content competencies, skills, values and attitudes of that subject, and to provide learners, lecturers and parents with results that are meaningful indicators of what learners know, understand and can do at the time of assessment. The

poor quality of some assessment tasks is evidence of the fact that some lecturers lack the ability to develop high quality tasks.

Moderation at different levels is important in ensuring that tasks of an appropriate standard are administered. The moderation must be meaningful and serve a purpose and should not just be a compliance check.

Colleges must develop a common understanding of the differences between practical and theoretical tasks and the approach each of these assessment tasks requires.

Reliance on previous question papers and exemplars must be limited as this inhibits creativity and innovation.

The practice of reviewing the assessment task for improvement still needs to be implemented at most sites.

7.4 STAFF EDUCATION AND TRAINING

Training of lecturers to improve the standard of further education and training is regarded as an integral factor in the successful implementation of the NC(V) qualification. Support and guidance for lecturers who do not have practical/industry experience and for those with industry experience but without the necessary educator training must become a national priority in order to strengthen the delivery of colleges' flagship qualification.

The employment of learners who completed N6 but have no other relevant experience or further training to offer NC(V) subjects is not acceptable. This practice places undue pressure on the lecturer as the NC(V) programmes are very demanding.

Lecturers must be trained in the use of new equipment and machinery in order to support implementation of the practical component.

In other words, the professional development of FET college staff is critical to this educational sector and to the learners who are intended to benefit from the NC(V).

7.5 SCORING AND RECORDING

The following inconsistencies threaten the credibility of the internal assessment marks:

- A high degree of variance in the interpretation and application of tasks;

- Unauthenticated work presented in portfolios;
- Incorrect calculation and transfer of marks;
- Inaccurate recording of marks in learner and lecturer portfolios;
- Varying conditions under which re-assessments are allowed;
- Poor internal moderation practices at all levels.

In 2012 it will be important for the DHET to provide clear directives regarding the calculation and recording of internal assessment marks.

7.6 MODERATION

Moderation should focus on the standard of the instruments and tools, the quality of learner performance, evidence of interventions and follow-up on initial findings in order to support learning, and the setting of standards, rather than on the organisation of portfolios.

7.7 PHYSICAL RESOURCES

The following aspects relating to physical resources require improvement:

- Learner enrolment must be informed by the facilities and equipment available;
- Available resources must be used optimally so as to maximise learners' practical experience; and
- Machinery must be regularly serviced to ensure efficiency.

7.8 TEACHING AND LEARNING MATERIAL

Advance ordering of learning and teaching support material must become standard practice if high quality curriculum delivery is to be ensured.

Classes and other learning environments should be enriched with posters, charts and other relevant support material.

7.9 FINANCIAL RESOURCES

Effective and efficient planning would allow colleges to commit funds to the required equipment and consumables.

8 CONCLUSION

Although there was a marked improvement in the availability of facilities and resources and the presentation of portfolios, there are nevertheless pressing, serious issues that must be addressed at the highest level. The internal continuous assessment guideline document developed by the DHET, intended for implementation in 2012, will help to address some of the pertinent issues such as the number of assessment tasks, the calculation of the ICASS mark and internal monitoring/moderation. However, the DHET must be instrumental in ensuring that college staff members are aware of, understand and follow the guidelines. The department must take an increasingly responsible (and responsive) role in monitoring colleges to ensure that they are taking responsibility for the internal assessment: this is imperative as the ICASS mark constitutes 50% of the final promotion mark in the vocational subjects. The challenge is to set a uniform national standard across all colleges and provinces.

Chapter 3

Moderation of the Integrated Summative Assessment Tasks (ISATs)

1 INTRODUCTION

The integrated summative assessment task (ISAT) is a practical assessment task that forms a compulsory component of the external summative assessment in the National Certificate (Vocational) at all three levels. These tasks apply to all vocational subjects and are conducted according to the requirements specified in the Subject Assessment Guidelines.

The ISAT is a critical component of the final assessment as it draws on the accumulated skills and practices that have been acquired during the year. The integrated task contributes 30% to the external summative assessment mark. Tasks are either completed in phases throughout the year or as once-off tasks.

The tasks are set nationally by the Department of Higher Education (DHET) and moderated by Umalusi. ISATs are used for a period of three years. However, in cases where revision is required, new ISATs are set as required. In certain cases, curriculum changes have also necessitated the setting of new ISATs.

ISATs are administered at college/campus level, and must be conducted under strict examination conditions. The marking/scoring of the tasks takes place at the site of delivery. The moderation of the ISATs, and the verification of the conduct of these tasks, is critical to ensuring the credibility of this component of the final promotion mark.

Two types of ISATs are used:

- Programme ISATs that integrate a substantial part of the practical work from the three compulsory vocational subjects in a specific programme; and
- Subject-specific ISATs for optional vocational subjects.

The main objectives of moderating the ISAT and monitoring its administration are to:

- Ascertain the appropriateness and standard of the practical assessment tasks;
- Confirm that a candidate has demonstrated the required skills and competence, as well as the necessary knowledge underpinning this;

- Ensure that evidence of successful performance is collected and documented effectively;
- Verify the quality of the task by ensuring that the practical assessments fulfil the principles of fairness, validity, reliability and practicality;
- Ensure consistency of assessment across different sites of delivery and to monitor the maintenance of standards; and
- Ensure that proper processes and procedures are followed throughout the assessment.

2 PURPOSE

The purpose of this chapter is to:

- Provide an indication of the number of ISATs moderated;
- Provide an overview of the crucial findings relating to the quality and standard of ISATs;
- Provide an overview of critical findings relating to the conduct of ISATs at sampled sites;
- Highlight areas of good practice;
- Highlight areas requiring improvement, and
- Make recommendations to enhance the quality of the administration of the ISATs.

3 SCOPE

This report covers the findings of the external moderation by Umalusi, conducted early in 2011, of programme and subject-specific ISATs for the NC(V) levels 2, 3 and 4.

The tables that follow provide more detailed information on the scope of the ISATs that were moderated.

It must be noted that the moderation process of ISATs, scheduled for external moderation in September 2011 and to be ready for implementation in 2012, was only begun at the beginning of December 2011 and had not yet been completed by the time this report was compiled.

Table 17 provides a list of the programme and subject ISATs that were moderated at each level.

Table 17: List of moderated ISATs

NC(V) L4		
Programme ISATs		Subject-specific ISATs
1	Civil Engineering and Building Construction	Carpentry and Roof Work
2	Education and Development	Early Childhood Development
3	Mechatronics	Mechatronics Systems
4		Refrigeration and Air Conditioning Processes
NC(V) L3		
Programme ISAT		Subject-specific ISATs
1	Civil Engineering and Building Construction	Agribusiness
2	Electrical Infrastructure Construction	Applied Accounting
3	Engineering and Related Design	Automotive Repair and Maintenance
4	Finance, Economics, and Accounting	Consumer Behaviour
5	Hospitality	Contact Centre Operations
6	Information Technology and Computer Science	Engineering Fabrication – Boiler Making
7	Management	Engineering Fabrication – Sheet Metal Work
8	Marketing*	Fitting and Turning*
9	Office Administration	Hospitality Services
10	Primary Agriculture	New Venture Creation
11	Tourism	Office Data Processing
12		Physical Science
13		Project Management
14		Refrigeration Practice
15		Tourism Operations
16		Welding
NC(V) L2		
Programme ISATs		Subject-specific ISATs
1	Drawing Office Practice	Drawing Office Procedures and Techniques
2	Process Instrumentation	Instrumentation Technology
3		Multimedia Basics

*Previous ISATs retained.

In addition, the report presents the findings of the monitoring/moderation process of the administration of the ISATs in 12 programmes and 13 subjects across Levels 2 to 4, at 56 sites. In most cases, more than one level was verified at a specific site, e.g. Applied Accounting Levels 3 and 4 were verified at Mlumati Campus. In some cases, a site was visited more than once for the verification of two different programmes/subjects, e.g. Atlantis Campus was visited to verify the conduct of Early Childhood Development, and Electronic Control and Digital Electronics, while Finance, Economics and Accounting and Office Administration were moderated at Polokwane Campus.

Table 18 and 19 provide lists of those programme- and subject-specific ISATs the conduct of which was verified by Umalusi. The tables also indicate which sites were visited in the verification process.

Table 18: Programme ISATs - sites sampled for verification of ISAT conduct

No.	Programme	Level	Province	College	Campus/Site
1	Civil Engineering and Building Construction	2, 4	Eastern Cape	Ikhala	Ezibeleni
		2, 3			Sterkspruit
		2, 4	Northern Cape	Urban	Moremogolo (Kimberley)
2	Education and Development	2	Western Cape	West Coast	Atlantis
3	Engineering and Related Design	2, 4	North West	Vuselela	Matlosana
		2, 3		Orbit	Mankwe*
		2, 4	Free State	Flavius Mareka	Sasolburg
4	Finance, Economics and Accounting	3, 4	Limpopo	Capricorn	Polokwane
		2, 4		Letaba	Tzaneen
		3, 4	Mpumalanga	Nkangala	Witbank
		2, 4			CN Mahlangu
5	Hospitality	2	Eastern Cape		Kirkwood Correctional Centre*
		2, 4	Free State	Maluti	Tseki*
6	Information Technology and Computer Science	2, 3	Northern Cape	Urban	City
		2, 4	North West	Vuselela	Jouberton
7	Management	2, 3, 4	Eastern Cape	Lovedale	King
		3, 4		Ikhala	Queenstown
		2, 4	Free State	Motheo	Bloemfontein***
		2, 3			Botshabelo***
8	Marketing	2, 3	Mpumalanga	Gert Sibande	Sibeneseftu
		3, 4			Standerton
		2, 3	Gauteng		Maximum Leeuwkop Correctional Services*
		2, 3			Medium A Leeuwkop Correctional Services**
9	Office Administration	2, 4	Gauteng	Tshwane North	Mamelodi
		3, 4		Western	Krugersdorp
		3, 4	Limpopo	Waterberg	Mahwelereng
		2, 4		Capricorn	Polokwane

No.	Programme	Level	Province	College	Campus/Site
9	Office Administration	2, 4	Western Cape	Boland	Kleinmond
		3, 4	KwaZulu-Natal	Coastal KZN	Ubuhle Bogu
10	Primary Agriculture	2, 3	Limpopo	Vhembe	Mashamba
		2, 4	KwaZulu-Natal	Majuba	Ncome Correctional Services
		2, 3, 4			Waterval Correctional Services
11	Tourism	2, 4	Limpopo	Mopani South East	Phalaborwa
		3, 4	North West	Taletso	Lehurutshe

*Off-site moderation was conducted.

**No evidence submitted by site.

*** Owing to industrial action, site could not be visited.

Table 19: Subject-specific ISATs - sites sampled for verification of ISAT conduct

No.	Subject	Level	Province	College	Campus/Site
1	Agribusiness	2, 3, 4	Free State	Maluti	Sefikeng
		2, 3, 4	KwaZulu-Natal	Coastal KZN	Umlazi
2	Applied Accounting	2, 4	Mpumalanga	Ehlanzeni	Nelspruit
		3, 4			Mlumati
		2, 3	KwaZulu-Natal	Coastal KZN	Umlazi BB
		2, 4		Esayidi	Kokstad
3	Consumer Behaviour	2, 4	Western Cape	Northlink	Protea
		3, 4		Boland	Strand
4	Contact Centre Operations	2, 4	Eastern Cape	Port Elizabeth	Russel Road
		3, 4		Buffalo City	East London
5	Early Childhood Development	4	Western Cape	West Coast	Atlantis
6	Electronic Control and Digital Electronics	3, 4	Mpumalanga	Nkangala	Middelburg
		2, 4		Gert Sibande	Evander
		3, 4	Western Cape	College of Cape Town	Pinelands
		2, 4		West Coast	Atlantis
7	Fitting and Turning	2, 4	Northern Cape	Rural	Kathu
		3, 4			Upington
		2, 3	Gauteng	Ekurhuleni East	Daveyton (Isidingo)
		2, 3		South West Gauteng	Molapo

No.	Subject	Level	Province	College	Campus/Site
8	Hospitality Services	3, 4	Gauteng	Ekurhuleni West	Kempton
		2, 4	North West	Vuselela	Taung
9	Computer Integrated Manufacturing	4	Gauteng	Sedibeng	Vereeniging
		4	Western Cape	False Bay	Westlake
10	Machine Manufacturing	3	Gauteng	Sedibeng	Vereeniging
11	Mechatronic Systems	2, 3	Gauteng	Sedibeng	Sebokeng
		2	Western Cape	False Bay	Westlake
12	Personal Assistance	4	Mpumalanga	Gert Sibande	Ermelo
		4	North West	Orbit	Rustenburg
13	Physical Science	3, 4	Gauteng	Ekurhuleni East	Tlamoha
		2			Johannesburg Correctional Centre B
		2, 4	KwaZulu-Natal	Umfolozzi	Esikhawini

4 APPROACH

Umalusi's moderation of the ISATs commenced towards the end of 2010 and, with the exception of a few tasks, was concluded by the end of January 2011.

The password-protected ISATs were sent electronically to the moderators and moderated off-site. The external moderators evaluated the ISATs, contacted internal moderators to discuss recommendations and submitted the revised ISATs and reports to Umalusi. The DHET assumed the responsibility for the implementation of the recommended changes and the finalisation of the tasks.

On-site verification was used to monitor and verify the conduct of the ISATs at 56 sampled sites across the country. Twenty-one moderators were deployed for this purpose.

The exercise focussed on the process of ISAT implementation at the colleges, as well as the final ISAT product. Moderators either observed the candidates completing the tasks, or verified the completed product and evidence of the completion of the task.

Off-site verification was used in the case of four sites (indicated in table 18) which could not be visited owing to circumstances beyond the control of Umalusi. These sites were requested to provide Umalusi with evidence of the implementation of the ISATs. Evidence of the conduct of ISATs requested from Medium A Leeuwkop Correctional Services was not submitted.

5 FINDINGS

5.1 MODERATION OF ISATs

The approval status of the tasks after external moderation was as follows:

Table 20: Approval status of ISATs after moderation

	Approved	Conditionally approved		Rejected
	Print ready	Minor technical changes	Sections requiring replacement/restructuring	Reset and re-submit for external moderation
Level 2	20%	40%	40%	
Level 3	45%	19%	29%	7%
Level 4	43%	43%	14%	

As is evident from the table above, the majority of tasks at all three levels were either print ready or required only minor technical changes. None of the moderated Level 2 or 4 ISATs was rejected and only 7% of Level 3 tasks required the development of a new task.

The table below outlines the findings of the external moderation of ISATs.

Table 21: External moderation of ISATs – findings

Criteria	Findings
Technical aspects	<ul style="list-style-type: none"> Despite the challenges in the design and development of the ISATs, there was a marked improvement on past years' tasks. Most of the assessment tools included in the ISATs were appropriate and user-friendly; however, the descriptors in some were not sufficiently explanatory, and the resources listed were very broad. Although there was a vast improvement in the instructions both to learners and educators, it was observed that at least 40% of the tasks in Level 2, 23% in Level 3 and 14% in level 4 did not include clear instructions either to learners or to educators. Moderators also indicated that the time frames of 14% of the tasks in both Level 3 and 4 were inadequate. Some tasks did not clearly stipulate the list of resources required or the time frames in which to complete the tasks.
Content coverage	<p>Moderators observed that tasks encouraged liaison with industry or the workplace, and afforded learners the opportunity to exercise their creativity in applying their knowledge.</p> <p>However:</p> <ul style="list-style-type: none"> Some ISATs did not cover a wide enough range of assessment standards (ASs) or learning outcomes (LOs) within the broad scope of the subject(s).

Criteria	Findings
	<ul style="list-style-type: none"> Some were reported to be lacking in terms of the equivalence of weighting among the integrated subjects.
Cognitive skills	<ul style="list-style-type: none"> Most Level 4 ISATs were reported to be of a high standard in terms of the cognitive demand of the tasks, and balanced in terms of the assessment of skills, knowledge and values. The tasks drew on learners' cumulative learning throughout the year and required integrated application of competency. Ample opportunity was provided for creativity and an appropriate degree of innovation. The degree of innovation in some Level 3 ISATs was vastly increased and the tasks were now appropriate to the cognitive level. Some tasks contained a well-conceived set of activities which assessed a range of skills. However, it was noted that very few ISATs challenged the more talented learner.
Instruments/tools for assessing learner performance	<p>As far as tools to assist in assessing candidates were concerned, a marked improvement at all three levels was observed. Some moderators reported that tools were user-friendly and would facilitate consistent and reliable marking. However, the following observations were made:</p> <ul style="list-style-type: none"> In some tasks, the instruments and resource lists were found to be inadequate for the outcomes being assessed. The assessment tool often made no provision for creative responses. In some cases there was no correlation between the proposed scoring and the difficulty level of tasks.
Language and bias	The language used was simple and subject terminology was used correctly.
Adherence to assessment policies/guideline document	Most ISATs complied with policies and guidelines.
Overall impression of the task	There was a remarkable improvement in the standard of the ISATs. Most were approved on first moderation.

5.2 PLANNING FOR CONDUCT OF TASKS

5.2.1 Receipt of ISATs at college/campus level

Most tasks were received in time for effective implementation.

However, the following difficulties were reported:

Table 22: Challenges – receipt of ISATs

Issue	ISAT	Site/Campus	Result
No ISAT received by the college.	Civil Engineering and Building Construction L3	Moremogolo	ISAT not implemented.
No ISAT received by the college.	Computer Integrated Manufacturing L4	Westlake	Lecturer sourced ISAT from another college.
Instructions to learners missing on ISAT.	Office Administration L4	Kleinmond	ISAT not completed under strict examination conditions.

5.2.2 Schedules/timetables for the administration of the ISAT

Realistic and achievable schedules/timetables existed for the implementation of about 82% of the programme/subject-specific ISATs. However, the following irregularities were reported:

Table 23: Challenges – schedules/timetables for conduct of ISATs

Challenge	ISAT	Site/Campus	Observed impact
No schedule or timetable	Primary Agriculture L2, 4	Ncome Correctional Services	ISAT not implemented by the time of the visit.
	Primary Agriculture L2, 3, 4	Waterval Correctional Services	
	Primary Agriculture L2, 3	Mashamba	Absence of progression details indicating when various tasks had been completed.
	Civil Engineering and Building Construction L2	Ezibeleni	
	Office Administration L3	Ubuhle Bogu	Delays in completion of the ISAT.
	Hospitality Services L2, 4	Lehurutshe	
No schedule or absence of software	Computer Integrated Manufacturing L4	Vereeniging	ISAT not implemented by the time of the visit.
No schedule	Finance, Economics and Accounting L4	Polokwane	Unavailability of a computer room may have caused delay in completion of some sections of the ISAT.
Vague schedule/timetable	Applied Accounting L3	Umlazi BB	Procedures followed did not comply with ISAT requirements.
Unrealistic schedule	Applied Accounting L2, 4	Kokstad	Schedule did not allow enough time for marking or internal moderation.
Schedule not adhered to	Hospitality L2	Tseki (Lere-la-Tshepe)	Some sections of ISAT not implemented according to schedule because of disruptions.

Challenge	ISAT	Site/ Campus	Observed impact
Change in original schedule – result of industrial action	Applied Accounting L3, 4	Nelspruit	Delay in the administration of ISAT.
Incomplete schedule	Civil Engineering and Building Construction L2	Kimberley (Moremogolo)	Dates for the completion of sections of the tasks not indicated.
No formal schedule – dates communicated verbally to the learners	Marketing L3, 4	Standerton	This may have led to misunderstandings between learners and lecturers.
	Civil Engineering and Building Construction L2, 3	Sterkspruit	

5.2.3 Availability of resources (equipment and consumables) for the completion of tasks

In comparison to 2010, there was a marked improvement in resource availability this year as most sampled sites were reported to have adequate facilities for the implementation of the ISATs.

About 89% of the programmes/subject-specific tasks were completed using the required equipment and consumables. These tasks were completed in an appropriately resourced, simulated or structured environment. This includes those tasks that could be performed in an ordinary classroom.

At some sites, where facilities were inadequate for the number of enrolled learners, ISATs were conducted during more than one session without compromising the credibility of the assessments, e.g. Mamelodi Campus (Office Administration L2) and Nelspruit Campus (Applied Accounting L4).

At sites where equipment was inadequate, some lecturers took the initiative and borrowed/hired equipment with which to implement the ISAT, e.g. Mashamba, Primary Agriculture. Sterkspruit Campus did not have enough equipment to implement the Civil Engineering and Building Construction L2 tasks; however, the lecturer was innovative and all the tasks were completed according to the specifications.

The simulation room at Ermelo Campus is still under construction. For this reason, a well-equipped resource centre was used for the completion of the Personal Assistance ISAT. Rustenburg Campus was reported to be well-resourced with two simulation rooms, both fully equipped with typing and printing facilities as well as internet connectivity to conduct the Personnel Assistance ISAT.

At the two sites visited for the Physical Science ISAT (Esikhawini and Tlamoha campuses), there was adequate equipment/apparatus for the implementation of the ISAT. Esikhawini Campus has two laboratories, and one was used for physics and the other for chemistry. Tlamoha lacked some chemicals which caused a delay in implementing some tasks.

Tables 24 and 25 below indicate some shortcomings observed in facilities and apparatus which posed a challenge to the effective implementation of ISATs.

Table 24: Challenges – facilities, equipment and consumables

Challenge	ISAT	Site/Campus	Observed impact
Learners lack regular access to the available facilities	Primary Agriculture 2, 3, 4	Ncome Correctional Centre	ISAT not completed by the time of the visit.
		Waterval Correctional Centre	
Lack of own facilities and equipment (commercial farm used by campus has been sold)	Agribusiness L2, 3	Umlazi	Delay in completing the tasks.
Tedious procurement processes	Hospitality Services L4	Taung	Delay in completing the practical tasks.
Lack of adequate facilities/equipment	Engineering and Related Design L2	Sasolburg	Campus deals with large groups of more than 20 at a time. This limits the extent to which learners are exposed to the practical component.
Limited functioning computers and lack of software	Applied Accounting L4	Kokstad	Sharing of computers and delay in completion of the tasks.
Insufficient library space in the resource centre and insufficient material	Hospitality L2	Kirkwood Correctional Centre	Delay in completion of the task.
Lack of resources and facilities	Physical Science L2	Johannesburg Correctional Centre B	Doubtful whether tasks would have been completed and this raises concerns about the authenticity of the ISAT marks submitted to DHET.
Inadequate equipment	Fitting and Turning L2, 3	Molapo	Delay in completion of the task.
Lack of adherence to schedule	Finance, Economics and Accounting L4	CN Mahlangu	Late installation of equipment in computer room led to delay in completion of the task.

Owing to the importance of computers and internet connectivity, challenges reported in this regard are listed in a separate table:

Table 25: Challenges – computers

Challenge	Site	ISAT	Result
Too few computers and printers	Ubuhle Bogu	Office Administration L3, 4	Learners' work was of poor quality.
Limited internet access	Tzaneen	Finance, Economics and Accounting L2, 4	Research done at home or at resource centre; research section of the ISAT thus took a long time to complete. Learners were unable to print (one computer was shared by 77 learners).
	Taung	Hospitality Services L4	Delayed implementation of the ISAT.
Too few computers	Kleinmond	Office Administration L2	Learners worked in groups instead of individually.
	Kokstad	Applied Accounting L4	Only half the computers loaded with Pastel were working, so it took a long time to complete ISAT.
Internet out of order at the time of conduct of ISAT	Umlazi BB	Applied Accounting L2	Research task could not be completed.
Limited computers and internet access	Taung	Hospitality Services L2	Delay in conduct of ISAT.
Problems with internet access (on day of conduct of ISAT)	Polokwane	Finance, Economics and Accounting L4	Allocated extra time. Research task took longer to complete.
No computer venues available			Difficulty in completing this section of the ISAT.

5.3 CONDUCT OF ISAT

Umalusi verification of the conduct of the ISAT was undertaken from 29 August 2011 to 16 September 2011. It was expected that by this time most sites would have started or concluded their ISATs so that marks could be submitted to the DHET on time.

At the time of verification, 62% of the ISATs sampled for verification had been completed according to the specifications of the tasks, while 18% had been only partially completed, and 8% had not been begun. About 12% of the verified ISATs had been completed, but with certain shortcomings: some sections of the tasks had not been conducted according to specifications, or difficulties with the implementation of certain sections of the tasks had occurred.

The tables below indicate the findings regarding the state of the implementation of ISATs at the sampled sites at the time of Umalusi's monitoring/moderation visits.

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

ISAT	Site/Campus
Agribusiness L2, 3	Sefikeng
Agribusiness L2, 3, 4	Umlazi
Applied Accounting L4	Mlumati
Applied Accounting L2, 3, 4	Nelspruit
Civil Engineering and Building Construction L2, 4	Ezibeleni
Civil Engineering and Building Construction L2	Sterkspruit
Computer Integrated Manufacturing L4	Westlake
Consumer Behaviour L2, 4	Protea
Consumer Behaviour L3, 4	Strand
Contact Centre Operations L3, 4	East London
Contact Centre Operations L2, 4	Russel Road
Electronic Control and Digital Electronics L2, 3, 4	Atlantis
Electronic Control and Digital Electronics L3, 4	Pinelands
Electronic Control and Digital Electronics L2, 4	Evander
Early Childhood Development L4	Atlantis
Education and Development L2	
Engineering and Related Design L2	Sasolburg
Finance, Economics and Accounting L2, 3	CN Mahlangu
Finance, Economics and Accounting L4	Polokwane
Finance, Economics and Accounting L2, 4	Tzaneen
Fitting and Turning L2	Daveyton
Hospitality Services L2, 4	Kempton
Hospitality Services L2	Taung
Machine Manufacturing L3	Vereeniging
Mechatronics Systems L2, 3	Sebokeng
Mechatronics Systems L2	Westlake
Management L2, 4	King
Management L3, 4	Queenstown
Marketing L2, 3	Sibenesfthu
Marketing L3, 4	Standerton
Office Administration L2, 4	Mamelodi
Office Administration L3, 4	Mahwelereng
Office Administration L2	Kleinmond
Office Administration L2, 4	Polokwane
Office Administration L3, 4	Krugersdorp
Office Administration L3	Ubuhle Bogu
Personal Assistance L4	Ermelo
Physical Science L2	Esikhawini
Primary Agriculture L2	Mashamba

ISAT	Site/Campus
Safety in Society L3, 4	Bethelsdorp
Safety in Society L3, 4	John Knox Bokwe
Safety in Society L2, 3	Oudtshoorn
Tourism L3, 4	Lehurutshe
Tourism L2, 4	Phalaborwa

Table 27: ISATs partially completed at the time of moderation visit

ISAT	Site/Campus	Observed effect
Applied Accounting L3	Umlazi BB	A section on PowerPoint presentation was omitted, resulting in a reduction of marks awarded.
	Mlumati	Task requiring research and presentation not completed.
Engineering and Related Design L2, 4	Matlosana	ISATs could still be completed on time if schedule was followed.
Electronic Control and Digital Electronics L3, 4	Middelburg	
Civil Engineering and Building Construction L3	Sterkspruit	
Fitting and Turning L3, 4	Uppington	Learners were rotated due to limited machine availability. Final task still to be done in order to complete ISAT.
Fitting and Turning L2, 4	Kathu	Learners were rotated due to limited machine availability; ISAT would still be completed.
Fitting and Turning L3	Daveyton	Good pieces of work were produced. Evidence of two tasks could not be verified by moderator.
Fitting and Turning L2, 3	Molapo	Only basic components were machined owing to a lack of appropriate equipment. Not clear whether task would be completed.
Finance, Economics and Accounting L4	Witbank	Task 2 had not yet been completed.
Hospitality Services L4	Taung	Only a few learners had submitted theory section of the ISAT. Practical task had not yet been completed. Improvements in management of the ISAT as well as follow-up procedures were recommended.
Management L3	King	Only one section still to be completed. Task would be completed in time.

ISAT	Site/Campus	Observed effect
Physical Science L4	Esikhawini	Some tasks had not been performed according to specifications, while one task was still to be completed.
Physical Science L3, 4	Tlamoha	Some sections were still to be completed.
Primary Agriculture L4	Mashamba	
Primary Agriculture L3	Mashamba	Harvesting of crops had not taken place; planting was late due to delay in supply materials and breakdown of equipment – not clear whether task would be completed.

Table 28: ISAT not completed or not scheduled to be completed at the time of the monitoring/moderation visits

ISAT	Site/Campus	Observed effect
Civil Engineering and Building Construction L4	Kimberley (Moremogolo)	Lecturers claimed they had not received the ISAT. Learners were enrolled late and had not attended any classes.
Computer Integrated Manufacturing L4	Vereeniging	Lack of software to conduct ISAT – quality of product may have been compromised by delayed implementation.
Engineering and Related Design L4	Sasolburg	ISAT would be completed on time if schedule was followed strictly.
Physical Science L2	Johannesburg Correctional Centre B	Lack of adequate facilities/equipment – doubtful that ISAT would be completed.
Primary Agriculture L2, 4	Ncome Correctional Services	ISAT had been received in April but had still not been implemented because of misinterpretation of ISAT by educators - they did not understand the difference between the practical component and ISAT.
Primary Agriculture L2, 3, 4	Waterval Correctional Services	

Other challenges observed are captured in the table below.

Table 29: Challenges observed in the conduct of ISAT

Challenge	ISAT	Site/Campus	Effect
Adjustment to ISAT/deviation from specifications of the ISAT	Hospitality Services L3	Kempton	ISAT not done according to specifications
	Personal Assistance L4	Rustenburg	Learners worked individually and not in groups as stipulated in the ISAT.
Misinterpretation of ISAT by educators	Physical Science L4	Esikhawini	Some sections of the tasks were not implemented according to specification instructions.

Challenge	ISAT	Site/Campus	Effect
Misinterpretation of ISAT by educators	Office Administration L4	Ubuhle Bogu	Some sections had been omitted but were nonetheless awarded marks.
	Engineering and Related Design L2	Sasolburg	Optional Engineering Fundamentals ISAT was conducted; this should not have been done and resulted in a delay in the conduct of the programme ISAT at L3.
Misinterpretation of task by learners	Hospitality L2	Tseki (Lere-la-Tshepe)	Incorrect implementation of some sections of the ISAT.
	Information Technology and Computer Science L2, 3	City (Northern Cape)	Some specifications misinterpreted – learners could not apply theory to the specific scenario.

5.4 QUALITY AND STANDARD OF MARKING

Generally, tasks were assessed according to the agreed criteria. In most cases, markers adhered to the rubrics, marking grids and/or marking guidelines provided. However, the following anomalies were observed, which may have been caused by a lack of insight on the part of markers and/or moderator:

Table 30: Anomalies observed – marking of ISATs

ISAT	Site/Campus	Effect
Applied Accounting L3	Umlazi BB	Marking did not comply with the agreed criteria; mark allocation was also changed.
Applied Accounting L2	Kokstad	Principle/method marks were not awarded, which led to discrepancies in the marks allocated. (Educator was not aware of this procedure.)
Applied Accounting L4		Except for a few questions, tasks had not yet been marked; marking that had been completed was inconsistent. Marks awarded did not comply with the marking guideline. The educator indicated that she was unaware that the marking guideline had to be closely followed.
Office Administration L2	Mamelodi	The Office Data Processing task was not assessed according to agreed criteria; moderator recommended reassessment of this task.
Office Administration L2	Polokwane	Marking of Office Data Processing was too lenient, and mistakes (typing errors) were not marked. Moderator requested re-

ISAT	Site/Campus	Effect
		marking
Office Administration L3	Mahwelereng	Marking had been done according to the rubrics; however, some incomplete tasks were awarded full marks.
Physical Science L4	Tlamoha	Misinterpretation of rubrics/markings grid led to incorrect application of the rubrics in some tasks; scoring/markings not appropriate. Chemistry tasks had to be remarked.
Physical Science L4	Esikhawini	Marks were rejected as unreliable. External moderator recommended that Chemistry tasks be reassessed.
Tourism L3, 4	Lehurutshe	Assessment not conducted according to the provided rubrics – educator unable to follow instructions in the rubrics and assessment grids. Moderation poor – moderator merely repeated what assessor had done, including mistakes.
Hospitality L2, 4	Tseki (Lere-la-Tshepe)	Marker did not award marks to correct answers. Moderator repeated these mistakes.
Office Administration L4	Ubuhle Bogu	Task not assessed according to agreed criteria, marking too lenient. There was no evidence of actual marking; marks were awarded for sections of work not done; moderation not carried out. Moderators indicated that they had not understood the moderation process.

It was noted that some of the abovementioned sites had instituted corrective measures after Umalusi's visits; for example, in the case of Physical Science at Tlamoha Campus.

5.5 QUALITY AND STANDARD OF SCORING

Umalusi moderators observed inconsistencies in the scoring of tasks. This raises serious concerns as inconsistent marking compromises the validity of the learners' marks. The following practices were observed:

- Inconsistencies in the assessment of tasks as some sites completed only certain sections while others completed all sections of the tasks;
- Adjusting rubrics and marking guidelines to suit the site;
- Awarding full marks to incomplete tasks;

- Misinterpretation of the rubrics and their application; and
- Awarding of marks which were not an honest reflection of a learner's competence.

5.6 INTERNAL MODERATION

In approximately 65% of the ISATs verified, internal moderation had been conducted. At some sites, the marks had been moderated, while at others the product had been moderated. In most cases, the moderation was a compliance audit and added little value to the process. This was evident as the moderators repeated the same errors as in those in the original marking. Where moderation reports were available, they did not provide adequate feedback.

6 AREAS OF GOOD PRACTICE

Overall, the quality of the ISATs was judged to have improved markedly. Most ISATs were found to be in line with policies and guidelines.

It was observed that a substantial number of the ISATs were designed in such a way as to allow learners to apply their theoretical knowledge through related tasks in their respective fields of study. Tasks were representative of the latest developments and some encouraged liaison with business and industry.

The stipulated time frames for the majority ISATs were realistic and allowed more than enough time for all categories of learners to complete the tasks.

A substantial number of ISATs were open to a fair degree of innovation, allowing learners to demonstrate their individuality.

Collaboration between the South African Police Services and other community structures resulted in the successful implementation of the Safety in Society ISAT at the sites visited (Bethelsdorp, John Knox Bokwe and Oudtshoorn Campuses).

A partnership between Westlake Campus and industry had contributed to the successful completion of the Computer Integrated Manufacturing L4 ISAT. The campus undertook some sections of the ISAT using the company's facilities and equipment.

Investing in well-resourced workshops/simulation rooms is critical to the implementation of the NC(V) qualification. It was observed that only two of the sites visited for the verification of the Physical Science ISAT (Tlamoha and Esikhawini Campuses) could claim adequately equipped physical science and/or chemistry laboratories.

7 AREAS FOR IMPROVEMENT

7.1 MODERATION OF ISATs

a. Technical aspects

The instructions given both to educators and to learners should be clarified.

b. Standard of ISATs

The moderated sample revealed the following non-compliance with standards and subject coverage and this must be rectified in the future:

- The integration of the content of the Level 3 Information Technology and Computer Science is inadequate – only two of the three subjects are covered;
- The weighting and spread of assessment outcomes in the core subjects is not correct in Level 3 Hospitality and Level 4 Civil Engineering and Building Construction ISATs;
- The range of assessment standards (ASs) and learning outcomes (LOs) within the ISATs for Civil Engineering and Building Construction is inadequate;
- The ISAT for Civil Engineering and Building Construction Level 4 allowed for group work and thus created an opportunity for group assessment, which is not conducive to reliable assessment of an individual learner's ability to apply his/her acquired skills and knowledge (moderator recommended that this should be changed in future).
- Project Management Level 3 was regarded as unrealistic, and impossible to implement in rural regions.

c. Time frames

The DHET did not adhere to the original time frames (September 2010). This placed the external moderators and Umalusi staff under undue pressure in their efforts to complete the moderation process. This is an area where Umalusi expects improved performance in 2012.

d. Internal moderation

Effective training of moderators by the DHET must be implemented early in 2012 in order to ensure greater confidence in the moderation of ISATs. It was noted that:

- The internal moderation of ISATs was inadequate and below standard;
- A large number of ISATs showed no evidence that the internal moderator had made any recommendations regarding compliance with the set minimum standards.
- Some reports did not include the moderator's name or contact details and some were not signed or dated. This caused delays in the moderation process.
- Although some moderation reports were of a high standard, the internal moderators should indicate corrections that were made and provide explanations for their recommendations.

7.2 CONDUCT OF ISATs

a. Planning for conduct

Proper planning is an important aspect of effective management and administration of the ISAT. Colleges must be realistic and take into consideration the facilities and resources available when they enrol learners. Planning in advance for the implementation of ISATs would assist in a suitable budget being allocated, and this would allow for the timely ordering of consumables.

b. Infrastructure and resources

The DHET must ensure that colleges are appropriately and adequately resourced before they are allowed to offer any NC(V) programmes. It goes without saying that both physical and human resources are critical to the successful implementation of these programmes. Colleges are expected to meet all the requirements of the programmes they wish to offer, as well as to improve on resources for the programmes that they are currently offering.

c. Implementation of ISATs

College management should be responsible for ensuring that only the current and correct ISATs are received by staff and correctly implemented at their sites.

State of the art facilities and equipment must be matched with appropriately skilled and adequately experienced personnel to support the implementation of ISATs.

Educators require continual further training in the:

- Integration of theory and practical assessment within the programmes;
- Use of equipment and machinery;
- Implementation and assessment of practical tasks, including the ISAT; and
- Assessment and moderation processes.

d. Quality and standard of scoring

The rubrics and marking guidelines must be correctly interpreted and applied to ensure the reliability, validity and consistency of the assessments.

e. Internal moderation

Educators must be well trained in the processes of moderation in order for this process to be meaningful and useful.

8 CONCLUSION

A marked improvement in the quality and standard of the moderated ISATs was observed.

The reports received from the external moderators on the conduct of the tasks indicate that, despite the shortcomings, most ISAT assessments at the majority of sites of delivery visited were not compromised in any way. These reports do, however, clearly indicate that there are major obstacles in the system that must be addressed, particularly with regard to the human and physical resources required to teach and assess the NC(V) qualification efficiently and effectively. Furthermore, the administration of the tasks, their marking and moderation demand immediate attention at many of the college campuses if the ISAT results are to be seen as valid, reliable and credible.

Chapter 4

Monitoring the conduct of examinations

1 INTRODUCTION

The monitoring of the 2011 NC(V) examinations covered the following aspects:

- Advance monitoring of the state of readiness to determine whether the assessment body, namely the Department of Higher Education and Training, the Provincial Departments of Education, as well as the examination centres were ready to administer and manage the examinations.
- The writing of the examinations, the marking of scripts and the capturing of marks were monitored to ensure adherence to policy.

2 PURPOSE

The purpose of this chapter is to report on:

- The preparations by the nine Provincial Departments of Education for the monitoring of the November examination;
- The state of readiness for the examinations of the sampled examination and marking centres;
- The effectiveness of the systems in place for the appointment of chief invigilators, invigilators, marking centre managers, chief markers, marking moderators and markers;
- The measures taken to ensure the security of the question papers, scripts and examination material;
- The processes related to the administration and conduct of the examination; and
- The processes involved in the marking of scripts and capturing of marks.

3 SCOPE

Umalusi deployed 39 monitors and four Umalusi officials to a pre-selected sample of examination and marking centres located in all nine provinces. The monitoring was conducted at 47 colleges. The 79 examination sites included three Correctional Services centres, seven private centres and 69 public centres.

The capturing of marks was monitored at the Department of Higher Education and Training.

3.1 MONITORING THE STATE OF READINESS

All nine provinces were required to complete and submit a self-evaluation instrument to indicate their state of readiness to conduct the NC(V) examinations.

3.2 MONITORING OF THE WRITING (LEVELS 2,3 AND 4) AND INTERNAL MARKING (LEVELS 2 AND 3)

The NC(V) Levels 2 and 3 are national examinations but are marked at site level.

The table below provides a list of the sites included in Umalusi's monitoring of the March 2011 Supplementary and the November 2011 final examinations.

Table 31: Sites included in monitoring of the writing and internal marking phases

Province	March 2011		November 2011	
	College	Campus	College	Campus
Eastern Cape	Ingwe	Mount Frere	Ikhala	Ezibeleni
				Queenstown
				Aliwal North
			East Cape Midlands	Graaff-Reinet
			King Hintsa	HB Tsengwa
			Ingwe	Ngqungqushu
			King Sabata Dalindyebo	Mapuzi
Free State	Maluti	Bonamelo	Flavius Mareka	Sasolburg
			Goldfields	Tosa
			Maluti	Lere-La-Tshepe (Tseki)
				Sefikeng

Province	March 2011		November 2011			
	College	Campus	College	Campus		
			Maluti	Bethlehem		
			Motheo	Botshabelo		
				Bloemfontein		
Gauteng	Ekurhuleni West	Tembisa	South West Gauteng	George Tabor		
	Tshwane South	Atteridgeville	Central Johannesburg	Alexandra		
		Centurion	Ekurhuleni East	Isidingo(Daveyton)		
			Ekurhuleni West	Lazarus Nhlapo		
				Usizo(Kathorus)		
			Africa Academy for Computer Assisted Engineering			
			Johannesburg Correctional Centre (Section B)			
		Dynamic Skills Development College of South Africa	Pretoria			
KwaZulu-Natal	Elangeni	Mpumalanga	Elangeni	Ntuzuma		
				Ndwedwe		
			Coastal	Swinton Road	Umfolozu	Eshowe
					Majuba	Centre for People Development
					Esayidi	Kokstad
						Gamalakhe
					Kokstad Correctional Services	
					Mthashana	Vryheid
		Innovatus	Verulam			
Limpopo	Capricorn	Senwabarwana	Vhembe	Makwarela		
				Mashamba		
			College 2000	Mokopane		
			Lephalale	Modimolle		
			Mopani South East	Phalaborwa		
		Brooklyn City	Polokwane			
Vhembe	Makwarela	Waterberg	Lebowakgomo			
Mpumalanga	Nkangala	CN Mahlangu	Nkangala	Mpondozankomo		
			Ehlanzeni	Mlumati		
				Mthimba		
			Gert Sibande	Ermelo		
				Evander		
	Damelin	Secunda				
	Brooklyn City	Nelspruit				
	Ehlanzeni	Kanyamazane				

Province	March 2011		November 2011	
	College	Campus	College	Campus
Northern Cape	Rural	Kathu	Rural	De Aar
				Upington
				Namaqualand
				Kuruman
			Urban	Kimberley (Moremogolo)
North West	Orbit	Mankwe	Orbit	Brits
	Taletso	Mafikeng		Rustenburg
			Vuselela	Matlosana
				Potchefstroom
				Taung
			Taletso	Jouberton
			Lichtenburg	
Western Cape	False Bay	Westlake	College of Cape Town	Gugulethu
	College of Cape Town	Crawford	Boland	Caledon
			South Cape	Beaufort West
				Oudtshoorn
			West Coast	Citrusdal
Pollsmoor Correctional Services				
TOTAL	16		63	

NC(V) Level 2 and Level 3 examination scripts are marked internally at college or campus level. The monitoring of the conduct of the examination coincided with the monitoring of the marking centres.

3.3 MONITORING OF MARKING OF NC(V) LEVEL 4

The NC(V) Level 4 November examination scripts were marked centrally at the Springs Campus of Ekurhuleni East College (Gauteng) and Tygerberg Campus of Northlink College (Western Cape). Both marking centres were monitored by Umalusi officials.

3.4 MONITORING OF THE CAPTURING OF RESULTS

An Umalusi staff member monitored the capturing of results of a sample of subjects across all levels at the DHET.

4 APPROACH

The PDEs completed a self-evaluation instrument on their readiness and involvement in the NC(V) examinations which, together with supporting evidence, was submitted to Umalusi.

In 2011, Umalusi appointed and trained additional monitors and a greater sample of sites were monitored.

Sites were selected according to a plan by which Umalusi undertook to visit all examination centres over a period of time. The plan also accommodated following up on previously poorly performing centres where necessary. The writing and marking (of Levels 2 and 3) were monitored simultaneously.

Umalusi staff members were deployed to the Level 4 marking centres before the commencement of the marking session as well as during the marking process.

5 FINDINGS

Public FET colleges administer examinations regularly throughout the year and, in most cases, do so very effectively. Deviations from policy in the conduct of the NC(V) examinations were mostly minor in nature. Monitors found that 80% of the campuses monitored met the minimum requirements and would only require cyclic monitoring (18% were evaluated as excellent) whilst 20% required support and follow up monitoring.

The findings of the monitoring by Umalusi of the various phases are presented in the table below. (Please note that the sites mentioned are mere examples and not comprehensive).

Table 32: Monitoring of examinations - findings

Criteria	Findings
5.1 State of Readiness	
5.1.1 Provincial Departments of Education	
The PDEs were involved in the following aspects of the examinations:	
Evaluation of new sites for examination centre status	New examination centres were evaluated for registration in North West (Matlosana Campus of Vuselela College) and three new private centres in Mpumalanga.

Criteria	Findings
Training of new chief invigilators on request by colleges	Training workshops on the procedures, rules and regulations regarding examinations, according to the relevant policies, were organised by the PDEs of Western Cape, Mpumalanga, and Gauteng.
Conduct of examination monitoring visits	The stages – readiness, conduct and marking – were monitored by Mpumalanga (two monitors), Western Cape (three monitors), Gauteng (three monitors) Free State (four monitors), Limpopo (six monitors), KwaZulu-Natal (10 monitors), Northern Cape (six monitors) North West (four monitors), with the sample size varying from all to only selected campuses of the public colleges. Verbal and written feedback was given to campus managers, chief invigilators and examination officials.
5.1.2 Colleges	
The processes related to planning for the administration and conduct of the examinations were generally well organised according to policy.	
Registration of candidates	The preliminary examination entries were used to check learner information which was then sent electronically to the Chief Directorate: National Examinations and Assessment for final examination planning.
Examination permits/Admission letters	NC(V) examination permits were received in September 2011 and were issued to candidates just before the onset of the examinations.
Training	The cascade model was used for the training of invigilators and markers.
Conduct preparation	Comprehensive examination conduct files were prepared by colleges for their campuses.
Registers	Registers for receipt of examination material were in place.
Marking	Some colleges planned to divide L2 and L3 scripts among campuses for marking purposes. Marking plans stipulated the date on which the marking guideline was to be expected (usually 48 hours after the examination), the dates by which marking and moderation should be completed, and the dates for submission of mark sheets.
5.1.3 Centralised marking centres for Level 4 marking	
Preparation of marking centre	DHET identified suitable marking centres and preparations at these centres started months before the commencement of marking.
Appointment and training of staff	<ul style="list-style-type: none"> • Relevant staff and support staff were appointed. The DHET team was deployed to marking centres for the entire marking period. • Additional security staff was appointed to control access to the centre and marking venues. Additional night security staff and patrols by the SAPS ensured 24 hour security. • Most appointed marking staff met the criteria for appointment (with the exception of some markers who were not currently teaching the subject at Level 4, but had taught it on Level 4 in the past). • It was a challenge to find enough suitably qualified and experienced markers for certain subjects (e.g. Office Data Processing, Life Orientation, Mathematical Literacy). • Marking staff were trained before marking began.

Criteria	Findings
Preparation of facilities	<ul style="list-style-type: none"> • Emergency numbers and evacuation plans were clearly displayed. • Necessary communication facilities were available and in good working order. • Effective planning for accommodation of the 70 marking staff, and catering for all markers (meal ticket system) was found to be in place. • Directions to venues were clearly indicated and marking venues were clearly signposted.
Control of marking staff	<ul style="list-style-type: none"> • Process for registration and de-registration of marking staff was in place. • Daily attendance registers were to be signed.
Control receipt of scripts	<ul style="list-style-type: none"> • Mark sheets for all scripts received were scanned electronically, and scripts counted to confirm numbers.
5.2 Monitoring of the conduct (writing and marking)	
5.2.1. Preparation of examination centres	
Colleges had organised their examination centres and detailed plans were in place.	
Planning	<ul style="list-style-type: none"> • Campus management compiled invigilation and duty rosters for their centres and had contingency plans in place. There were no written plans at Brooklyn City College – Nelspruit. • Appointment of examination staff, examination timetables, examination venues, seating plans and marking planning had been arranged. • (Brooklyn City – Nelspruit and Namaqualand – O’Kiep were lacking in this regard.)
Security	<ul style="list-style-type: none"> • All public campuses had some security systems in place. There was burglar proofing and alarms linked to armed response at the majority of campuses. Campuses had 24 hour security guards and their entrances were controlled. • Measures were in place to ensure that all question papers were received via courier from the DHET. • Question papers, sealed in heavy plastic packages in courier boxes, were delivered from the DHET directly to the campuses by contracted couriers. There were no reported incidents of questions papers being received unsealed. • Once received, the papers were checked into the strong rooms (Brooklyn City – Nelspruit was again an exception, as there was no college strong room) within secured sections of administrative buildings by the chief invigilators and examination officers. • Confidentiality agreements were signed by the personnel involved with examination material (except at Bonamelo, C N Mahlangu and Brooklyn City - Nelspruit). • Examination stationery was in most cases securely stored with stock registers in place. • Access to examination material was strictly limited to chief invigilators and campus managers or another senior staff member. (Exceptions were Brooklyn City - Nelspruit and Botshabelo.) • Question papers were removed as needed and checked by the above persons against the examination timetable.

Criteria	Findings
Security	<ul style="list-style-type: none"> Registers of examination papers issued were in place at most centres.
Invigilation	<p>Detailed timetables were posted on display boards, ensuring that lecturers did not invigilate their own learners except where computers were used, e.g. Life Orientation Paper 2, where the lecturer was an additional invigilator in some cases (Brits and Rustenburg).</p> <ul style="list-style-type: none"> Chief invigilators were appointed in writing by the college or province. (Exceptions were Lazarus Nhlapo, Brooklyn City – Nelspruit.) Most chief invigilators were either very experienced or had received additional training. The cascade system of training invigilators at campus level was used; the monitor at Mlumati commended the campus for the effective practice of this system. Training manuals were in evidence. Training covered security, invigilation of examinations, irregularity procedures, dispatch and storage of examination material. (It was noted that officials at Botshabelo, Namaqualand, Kokstad Correctional Services, and Brooklyn City - Nelspruit had not received adequate training.) Some examination centres used external invigilators during the Supplementary examination period as classes continued during this time.
5.2.2 Preparation of Level 2 and 3 marking centres	
Planning	<ul style="list-style-type: none"> Most examination centres had planned for the marking and the moderation of marking. (Brooklyn City - Nelspruit was an exception.)
Facilities	<ul style="list-style-type: none"> Some colleges dedicated a specific campus to the marking of specific Level 2 and Level 3 subjects. Secure areas were set aside for the marking process. There was ample space and the furniture was comfortable and suitable for adults. (More suitable areas were needed at Moremogolo, Kuruman and Upington.)
Security	<ul style="list-style-type: none"> Appointed marking centre managers were responsible for the logistics Attendance registers were in place to control access to the marking centres. The security at most campus marking centres was planned to include security guards, alarms and CCTV cameras, secure buildings and storage facilities such as strong rooms or safes. (An exception was Brooklyn City – Nelspruit.) Registers which monitored the movements of markers and the flow of scripts existed. (Security of scripts at Parktown and at Isidingo was lax.) Markers were not allowed to remove scripts and mark them elsewhere. At some centres, marking staff had not signed a confidentiality agreement. (Bonamelo and C N Mahlangu.)
Markers' appointment and training	<ul style="list-style-type: none"> Training of marking centre managers was provided by PDEs where necessary. The appointed markers were educators trained according to policy requirements and were well-versed and experienced in the procedures related to the marking process. In most cases, markers were subject lecturers. (At Ndwedwe, markers were appointed by virtue of teaching a related subject; Pollsmoor markers attended WCED district workshops.) Markers were generally appointed in writing.

Criteria	Findings
Marking guideline discussions	<ul style="list-style-type: none"> • Marking guideline discussions for Levels 2 and 3 were organised to take place at campuses, and for Level 4 at the centralised marking centres. • The marking guidelines for Levels 2 and 3 were finalised by WCED and the DHET was informed of any changes to be communicated to the markers. • Markers at some sites complained that they had received marking guidelines late and that this had held up the marking process. (Senwabarwana and Bonamelo.)
5.2.3 General management of the examination	
a. General	
Procedures to conduct examination with all necessary equipment	<ul style="list-style-type: none"> • Examination centres had controlled entrances requiring the presentation of an ID and examination permit. (No access control at Brooklyn City - Nelspruit.) • Measures were in place to ensure that all question papers were received via courier from the DHET. (Exceptions were Kathu, where examination papers were faxed on the day of the visit, and Caledon where only partial delivery was received.) • Examinations using computers and other technological equipment were carefully monitored, and were found to be well supported and organised in the majority of centres. (Mount Frere was an exception, as printers failed on the examination day, but contingency measures were in place.) • Strict procedures with regard to cellular phones were in place with appropriate warning signs in the venues.
Security of papers, examination rooms and candidates	<ul style="list-style-type: none"> • All public campuses had some security systems in place, and in many cases security guards were also deployed. (Security was lacking or limited at Kathu, Citrusdal and Oudtshoorn.) • A limited number of officials – generally only the chief invigilator and/or another senior examination officer – had access to examination material. (However, at Moremogolo, it was found that five examination officials had access.) • Candidates' personal belongings were not allowed in the centres, or were to be placed at the front of the venue. (Brits had a manned safe room for candidates' belongings.) • Unless required for the examinations, candidates were allowed to take nothing into the examination rooms other than identity documents, learner cards and their admission letters, which were to be displayed on their desks. • Invigilation ratios were generally adhered to and invigilators wore identity badges.
b. Before the commencement of the examination	
Preparation and state of venue	<ul style="list-style-type: none"> • Venues were classrooms or halls set in quiet, secluded areas of the campus. There were clear directions to these venues and notices requiring silence were displayed in their vicinity. • Most venues were well ventilated, well lit, neat and tidy. (Pollsmoor and Vryheid were not suitable owing to a lack of maintenance. Due to a lack of space, Kuruman Campus used an examination venue off the campus, and the rooms at Matlosana were hot and uncomfortable.) • The venues were ready; with desks arranged alpha-numerically in rows

Criteria	Findings
Preparation and state of venue	<p>(except for those involving the use of computers). (Inadequate seating plans were noted at Brooklyn City - Nelspruit and Bloemfontein.)</p> <ul style="list-style-type: none"> • The centre number, subject to be written, and duration of the examination were written on blackboards. (Kanyamazane was an exception.) • In most cases a clock or another means of telling the time was clearly visible. (Exceptions: Kanyamazane, Vryheid and Parktown.) • Sealed packages containing question papers were opened in the presence of the candidates, by the chief invigilator/examinations officer or head invigilator at the venue. • Contingency planning to cope with crises was lacking at some centres (Alexandra, Mashamba, Lichtenburg and De Aar.)
Preparation for invigilation	<ul style="list-style-type: none"> • Relief invigilators were not always available. • The attendance registers for both invigilators and candidates were in place.
Candidate preparation	<ul style="list-style-type: none"> • Candidates generally arrived on time, except at Alexandra, Bloemfontein, Lazarus Nhlapo, Mthimba, Brooklyn City - Nelspruit, Lere-la-Tshepe, Ntuzuma and Vryheid, where candidates streamed in after the official examination had started, causing a disturbance. Bethlehem avoided this by not allowing candidates in whilst the examination instructions were being read out. <ul style="list-style-type: none"> ○ Candidates were not properly prepared for the examination by invigilators at some centres where: ○ Chief invigilators did not read instructions on question papers to candidates, nor were candidates asked to verify that they were writing the correct paper (Namaqualand, Taung). ○ Candidates were not instructed to check the number of pages and text in the examination paper (Namaqualand, Evander, DSDC). ○ Candidates were not given sufficient time to read the question paper before starting (Kanyamazane). • Furniture was not suitable and candidates were uncomfortable (Johannesburg Correctional Services).
c. During the examination	
Candidate security procedures/ supervision/invigilation procedures	<ul style="list-style-type: none"> • The centres generally complied with the required candidate-invigilator ratios. In the case of examinations involving the use of computers, the number of invigilators on duty was doubled to ensure that the examination was not undermined by dishonest behaviour by candidates, especially when they were printing. A computer technician was usually on standby.

Criteria	Findings
Candidate security procedures/ supervision/invigilation procedures	<ul style="list-style-type: none"> • Invigilators conducted themselves in a professional manner and were aware of the serious nature of their task in ensuring that the writing of the examination was conducted credibly. (Evander was an exception.) • Escorting candidates to cloakrooms was gender sensitive in most cases. (An exception was Mpondozankomo, where candidates were not escorted at all.) • Candidates remained seated at all times, raising a hand if they required assistance. • Candidates were not allowed to leave the venues until an hour had elapsed. They indicated that they had finished by raising a hand, and an invigilator collected their scripts while candidates signed a register. The front cover of each script was checked, and then the candidates were allowed to leave quietly. (An exception was Pollsmoor, where candidates stood up to hand in scripts.) • The rules regarding cell phones varied from venue to venue – at some, candidates were required to switch them off (Matlosana) while at others cell phones were not permitted in the venue at all (Phalaborwa). At Mpondozankomo, an invigilator's cell phone rang twice during the examination session. Invigilators used sms facilities to summon assistance from the office if necessary. • It was noted that a significant number of candidates did not use all the time allocated for the examination, and left well before the scheduled end time. This was a general phenomenon observed at many campuses.
Packaging and transmission of answer scripts	<ul style="list-style-type: none"> • Scripts were collected and arranged according to the mark sheets provided. The invigilators then proceeded to cross check to ensure that all scripts were accounted for according to the mark sheets and attendance register. • Packaged scripts for L2 and L3 were stored in the strong room until required by the relevant markers. The dispatch of L4 scripts to the central marking venue was conducted according to policy. • Way-bill duplicates were kept as a record of scripts that had been dispatched.
Handling/recording irregularities	<ul style="list-style-type: none"> • Any irregularity was reported to the chief invigilator, and the campus head was also informed immediately. The relevant forms were completed and kept on file in an irregularities register. An absence of irregularity registers was noted at many of the centres monitored (Ikhala, Ezibeleni, Upington, Namaqualand, Alexandra, Beaufort West, Pollsmoor, Gamalakhe, Kokstad, Ndwedwe, Vryheid, DSDC, Parktown and Botshabelo). • Irregularities were rare (ID documents were lacking at Namaqualand). • Irregularity Committees were appointed to discuss any irregularity. (At Pollsmoor, no such committee existed.) • Serious irregularities were immediately communicated to the DHET.
Daily reports	<ul style="list-style-type: none"> • Daily reports were completed and ostensibly submitted to the colleges by most of the centres monitored. (In the case of Pollsmoor and other Correctional Services centres, the reports were sent directly to the DHET.)

Criteria	Findings
Evidence of monitoring by assessment body	<ul style="list-style-type: none"> Evidence of monitoring by the assessment body (DHET) or Provincial Education Departments of Education was difficult to establish since most sites did not keep a register.
5.2.4 Monitoring of Level 2 and Level 3 marking phase	
Security and venue	<ul style="list-style-type: none"> The security of the on-site marking centres was generally tight. Most examination sites had dedicated secure venues to marking. In most cases the venue was located near the main administration hub. (Isidingo and Alexandra marking centres were not conveniently situated.) Marking centre managers undertook to ensure that scripts were made available and collected after marking. Strict registers of L2 and L3 scripts were kept, indicating removal for marking and return for storage. (Mashamba was an exception.) Movement of markers in and out of the venue was controlled by registers.
Appointment and training of markers	<ul style="list-style-type: none"> Markers were appointed according to accepted criteria and, where possible, were lecturers in the subjects they were marking. As far as was possible, they were not allowed to mark their own candidates' scripts. Training programmes were in evidence at most centres. (An exception was Lichtenburg where markers were not specifically trained but depended upon their experience as lecturers.) The marking guideline discussions were used as a training session, but this was not always possible (Bonamelo and Tembisa).
Marking guideline discussion/changes	<ul style="list-style-type: none"> Discussions of the marking guideline were held at marking centres for L2 and L3. Minutes were generally kept, as required by policy.
Marking procedure/approach	<ul style="list-style-type: none"> The chief marker went through the marking guideline with markers, indicating how marks should be allocated. Monitors were assured that a process of pre-marking/sample marking had been followed before the commencement of marking (except at Centre for People Development). The approach to marking, whether markers marked a particular question or questions on all scripts or an entire script, differed according to subject (for example, Kuruman and Namaqualand followed a whole script approach). Policy with regard to the marking of the optional answers and second answers was generally followed. (Kathu was an exception since both answers were marked and the higher of the two scores was taken as the candidate's mark.)
Marking procedure: allocation of marks/checking	<ul style="list-style-type: none"> A process was found to be in place at most centres for checking whether all questions had been marked, that totals had been correctly calculated and accurately transferred to mark sheets. A system of double checking was seldom in place for L2 and L3 marking.
Internal moderation: appointment, training, percentage of scripts	<ul style="list-style-type: none"> Internal moderators were appointed based on their expertise. Generally, they trained markers and moderated scripts as per guidelines. At most centres, a representative sample (10%) of marked scripts was moderated.
Packaging/handling:	<ul style="list-style-type: none"> The checking, collection, recording, and packaging of scripts were carefully done.

Criteria	Findings
	<ul style="list-style-type: none"> Scripts were packaged according to their order on the mark sheets. They were checked into the strong room by the chief invigilator and/or the examinations officer. Level 2 and 3 scripts were stored on site. (However, some colleges ignored instructions of DHET and sent scripts to the DHET). Samples were sent to the DHET for external moderation by Umalusi where required.
Reporting and record keeping of irregularities	<ul style="list-style-type: none"> Any irregularity was reported to the marking centre manager. The relevant forms were completed and kept on file in an irregularities register. In all cases, serious irregularities were immediately communicated to the DHET. There was, however, a general absence of irregularity registers, which prevented monitors from gauging improvement in the marking phase from year to year.
5.2.5 Monitoring of Level 4 marking	
Marking process: control of scripts	<ul style="list-style-type: none"> Mark sheets were scanned electronically when scripts were issued to markers, and again on their return after marking.
Submission of scripts	<ul style="list-style-type: none"> Some scripts were sent to the wrong marking centre. Wrong mark sheets were submitted with scripts. Candidates indicated as absent when they had been present and vice versa. No mark sheet submitted with scripts.
Control of markers	<ul style="list-style-type: none"> Daily attendance registers were signed by all marking staff. Daily meetings were held with chief markers to discuss pertinent issues. Targets were set and monitored to ensure timely completion of process. In most subjects, markers did not mark an entire script, but rather only certain questions. The fact that some markers were not present at the marking centre all day because of their college commitments had a negative effect on this model.
Marking and moderation	<ul style="list-style-type: none"> Moderators were available throughout the marking process – moderators for fundamental subjects completed moderation at Springs and thereafter moderated scripts at Tygerberg. The insistence by colleges in the Western Cape that markers should remain at their respective campuses until 14:00 daily until the closure of colleges created challenges for the marking centre; marking was delayed and markers had to work longer hours, not all markers were present for information sharing, and at times the internal moderator and chief marker were unavailable. This caused difficulties when markers needed advice or guidance in handling unexpected situations. The external moderators remarked on the professional manner in which the centres had been organised. Attendance registers were in place. An approach of marking individual questions was followed and markers were divided into groups according to which questions they were marking. It was found that the external moderators generally arrived at the

Criteria	Findings
	<p>marking centres too soon after marking had begun with the result that a large sample of internally moderated scripts was not yet available and few irregularities had been detected. The approach of marking individual questions across scripts also had an effect on the number of scripts that were ready for moderation.</p> <ul style="list-style-type: none"> • Generally, the examination assistants were helpful but some did require additional training. • The marking guidelines were found in most cases to have been satisfactorily implemented. However, the external moderator for Life Orientation was concerned that alternative answers had not been put up on the notice board for markers' attention. • Numerous errors were found to have been made by one particular marker of this subject and the external moderator requested that the whole set in question be remarked. Inconsistencies were also reported in mark allocation on the questions which had not been marked according to the guidelines. (Some markers of this subject were replaced because of their incompetence.) • The DHET had held a training session at which it was strongly emphasised that daily reports had to be comprehensive so that they could be used for the consolidated moderation report and to inform teaching and learning.
5.3 Capturing of marks	
Process	<ul style="list-style-type: none"> • Marks submitted electronically by colleges were in some cases found to be inaccurate and had to be re-captured. This placed an additional burden on the data capturers. • Too many mark sheets were hand written; the reasons for this ranged from late entries to inaccurate capturing of registration details. • The reliability of the ICASS and ISAT marks from some of the private centres was questionable. (The range of marks was very narrow, e.g. between 40 and 55%.)

6 AREAS OF GOOD PRACTICE

6.1 EXAMINATION CENTRES

Examination centres had prepared detailed management plans using the examination timetable as a basis. Examination venues were identified on the plan. The invigilation duties of lecturers were indicated and provision had been made for relief. Seating plans were also prepared for each venue. Comprehensive Management files were available for scrutiny. Some campuses had specific checklists for the invigilators to assist them in following the correct procedures.

In general, the invigilators conducted themselves in a professional manner and were particularly meticulous about attendance registers, seating plans, the display of candidate identification documents and checking candidate details on scripts.

6.2 MARKING CENTRES

Marking centres were well organised. Umalusi welcomes the positive developments observed that suggest that colleges are taking their responsibilities for Level 2 and Level 3 marking more seriously.

The electronic scanning of Level 4 mark sheets at different stages of the marking process constituted a major improvement. This ensured that the control of scripts was very efficient.

7 AREAS FOR IMPROVEMENT

The majority of examination centres complied with policy requirements.

The roles and responsibilities of the Provincial Departments of Education and those of the DHET need to be clarified, especially in the case of private colleges and Correctional Services centres.

The following aspects could be improved at some centres:

7.1 EXAMINATION CENTRES

- The centre number and start/finish times must be clearly displayed at every examination session.
- Regulations for conduct of examinations must be read to candidates before every examination session.
- Candidates must be instructed to verify that they are writing the correct paper.
- Every venue must have a large clock or another means of telling the time clearly displayed to candidates.
- Contingency plans for coping with a crisis must be in place at all examination centres to minimise disruptions to examinations.
- In the interests of good record keeping, every examination centre must have an Irregularity Register, preferably one which is used from year to year.

- Examination centres must record the monitoring visits by the DHET, PDE and Umalusi as an integral part of their record keeping.

7.2 MARKING CENTRES

- A way must be found to ensure that all Level 4 markers are present at the marking centre for the entire day during the Level 4 marking period.
- Marking venues must be totally secure – scripts must be kept in a secured area, and the signing out by the marker must be supervised at all times.
- Entrance to these venues must be strictly controlled by an attendance register.
- Minuted marking guideline discussions must be held prior to marking.
- College management must ensure that an effective system of double checking is in place to ensure that entire scripts are marked, that the marks have been correctly transferred to the cover of the script, and that the final calculations have been made and are accurate.
- A register must be prepared for each examination to record the flow of the scripts for marking at campus/college level, or for dispatching to the centralised venue.
- Evidence of monitoring by the assessment body (DHET) or Provincial Education Departments of Education should be available in a register.
- The process of recruitment of Level 4 markers must start early in the year to ensure that the best available markers are appointed.

8 CONCLUSION

Umalusi completed its monitoring processes as planned. In the main, the public examination centres were well prepared for the conduct of examinations, especially for the writing of these examinations.

The conduct of the examination and marking personnel at sampled campuses was professional and the more experienced staff mentored others in the practices of examination writing and marking.

The monitoring of the phases – preparation, writing and marking of the Supplementary NC(V) March 2011 and of the November 2011 examinations – confirmed that, apart from the few policy deviations mentioned in this report, examinations were well organised and credibly conducted.

Chapter 5

Verification of Marking

1 INTRODUCTION

The purpose of verifying the standard of marking is to assure the quality of marking as far as consistency and accuracy is concerned, a most important responsibility of the assessment body offering the national assessment. This responsibility is spread across sites if the marking of a subject has been done at more than one venue. External verification of marking by Umalusi serves to monitor that marking is conducted according to agreed and established practices and standards.

Marking of NC(V) Levels 2 and 3 examination scripts is done at site level, whereas marking of Level 4 scripts is centralised. This year the models used for the marking process for Levels 2 and 3 varied across the provinces. Papers were marked either at campus level or at centralised venues at specific campuses or colleges. All NC(V) Level 4 scripts, however, were marked either at the Springs Campus of Ekurhuleni East College or at the Tygerberg Campus of Northlink College.

The marking guidelines for Levels 2 and 3 were finalised by the DHET in collaboration with the Western Cape Education Department. The marking guidelines for the NC(V) Level 4 examinations were finalised at marking guideline discussions at the centralised marking venues.

Umalusi verified the marking of a sample of the marked NC(V) scripts at all three levels.

2 PURPOSE

The purpose of this chapter is to report on:

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

3 SCOPE

3.1 VERIFICATION OF MARKING OF 2011 SUPPLEMENTARY EXAMINATION

After the 2011 Supplementary examination in March, Umalusi deployed 15 moderators to verify the marking of 18 NC(V) subjects across Levels 2, 3 and 4. The moderation process took place at the DHET in Pretoria.

The table below indicates the subjects included in the moderation process.

Table 33: Verification of marking of 2011 Supplementary examination

Level 2
Applied Accounting Paper 2
Construction Planning
Electrical Principles and Practice
English First Additional Language Paper 1
Mathematical Literacy Paper 1
Mathematical Literacy Paper 2
Mathematics
Level 3
Electronic Control and Digital Electronics
Food Preparation
Mathematical Literacy Paper 1
Mathematical Literacy Paper 2
Mathematics Paper 1
Mathematics Paper 2
Principles of Computer Programming Paper 1
Principles of Computer Programming Paper 2
Level 4
Applied Accounting Paper 1
Applied Accounting Paper 2
Automotive Repair and Maintenance
Economic Environment
English First Additional Language Paper 2
Life Orientation Paper 1
Life Orientation Paper 2
Mathematical Literacy Paper 1
Mathematical Literacy Paper 2

Mathematics Paper 1
Mathematics Paper 2

3.2 VERIFICATION OF MARKING OF 2011 NOVEMBER EXAMINATION SCRIPTS

3.2.1 Marking guideline discussions

Umalusi moderators attended the Level 4 marking guideline discussions for 57 sampled subjects. The marking guideline discussions for the fundamental subjects, with the exception of Afrikaans First Additional Language, were held at Springs Campus in Gauteng on 1 December 2011. The discussions for the vocational subjects were held on 3 December at the Springs and Tygerberg Campuses. The table below lists the sample of Level 4 guideline discussions attended.

Table 34: Subjects for which Level 4 marking guideline discussions were attended

NC(V) Level 4 Subjects	
Advertising and Promotions	Food Preparation
Applied Accounting Paper 1	Governance
Applied Accounting Paper 2	Hospitality Generics
Applied Policing	Hospitality Services
Art and Science of Teaching	Human and Social Development
Automotive Repair and Maintenance	Law Procedures and Evidence
Business Practice	Learning Psychology
Carpentry and Roof Work	Life Orientation Paper 1
Client Services and Human Relations	Life Orientation Paper 2
Computer-Integrated Manufacturing	Management Practice
Construction Planning	Marketing
Computer Programming Paper 1	Mechatronic Systems
Computer Programming Paper 2	Mathematical Literacy Paper 1
Construction Supervision	Mathematical Literacy Paper 2
Contact Centre Operations	Mathematics Paper 1
Criminal Justice Process	Mathematics Paper 2
Early Childhood Development	New Venture Creation
Electrical Principles and Practice	Office Data Processing
Electrical Systems and Construction	Office Practice
Electronic Control and Digital Electronics	Operations Management
Electrotechnology	Personal Assistance
Engineering Fabrication – Boiler Making	Physical Science Paper 1

NC(V) Level 4 Subjects	
Engineering Fabrication – Sheet Metal Work	Physical Science Paper 2
Engineering Processes	Professional Engineering Practice
English First Additional Language Paper 1	Tourism Operations
English First Additional Language Paper 2	Science of Tourism
Farm Planning and Mechanisation	Stored Programme Systems
Financial Management	Sustainable Tourism in SA and International Travel
Fitting and Turning	Welding

3.2.2 Verification of marking

Umalusi deployed 11 moderators to verify the marking of 10 NC(V) Level 2 subjects, and 10 moderators to verify the marking of nine NC(V) Level 3 subjects. The marking of a sample of 52 Level 4 subjects was verified by 47 moderators.

The aim was to include scripts from as many provinces and examination centres as possible in the verification of marking exercise. The scripts which were included covered the whole range of performance by candidates. The tables below provide information on the subjects, number of provinces and sites included in Umalusi's verification of marking.

Table 35: Verification of NC(V) marking Level 2

NC(V) Level 2 Subject	Number of Provinces	Number of centres sampled within each Province								
		Eastern Cape	Free State	Gauteng	KwaZulu - Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Afrikaans First Additional Language Paper 1 or 2	2	0	0	0	0	0	0	0	4	10
Art and Science of Teaching	5	1	1	2	3	0	0	0	0	5
Business Practice	9	1	3	1	2	2	1	2	2	1
Entrepreneurship	8	2	2	3	0	1	1	2	1	2
Financial Management	9	2	1	2	1	4	2	2	2	2
Fitting and Turning	8	2	2	3	1	1	2	3	0	2

NC(V) Level 2	Number of Provinces	Number of centres sampled within each Province								
Subject		Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Life Orientation Paper 1	8	0	2	2	1	1	1	2	2	1
Life Orientation Paper 2	8	0	1	3	1	2	2	2	2	1
Mathematics Paper 1	9	2	1	2	1	2	1	1	2	1
Mathematics Paper 2	8	3	2	2	0	2	1	1	2	1
Physical Science Paper 2	5	0	3	4	0	0	2	1	0	1
Tourism Operations	7	1	2	1	0	2	1	1	0	1

Table 36: Verification of NC(V) marking Level 3

NC(V) Level 3	Number of Provinces	Number of centres sampled within each Province								
Subject		Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Engineering Graphics and Design Paper 1 and Paper 2	9	2	1	2	1	1	1	2	2	1
Hospitality Services	6	0	1	1	1	2	0	1	0	1
Life Orientation Paper 1	8	2	0	2	1	2	1	1	1	2
Life Orientation Paper 2	8	2	0	2	1	2	1	2	1	2
Management Practice	4	0	1	0	0	1	1	0	0	3
Mathematical Literacy Paper 1	8	1	0	3	1	2	1	1	1	2
Mathematical Literacy Paper 2	8	2	0	2	1	1	1	2	1	2
Mathematics Paper 1 or 2	8	1	2	1	2	2	1	0	1	2

NC(V) Level 3	Number of Provinces	Number of centres sampled within each Province								
Subject		Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Office Practice	9	1	2	2	1	2	2	2	2	2
Principles of Computer Programming Paper 2	8	3	2	3	1	1	3	1	0	1
Theory of Policing Practices	5	2	0	3	2	1	0	0	0	2

Table 37: Verification of marking NC(V) Level 4

NC(V) Level 4	Number of Provinces	Number of centres sampled within each Province								
Subject		Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Advertising and Promotions	8	2	2	3	1	3	2	1	0	2
Afrikaans First Additional Language Paper 1	2	0	0	0	0	0	0	0	1	7
Afrikaans First Additional Language Paper 2	2	0	0	0	0	0	0	0	4	10
Agribusiness	3	1	0	0	1	1	0	0	0	0
Applied Accounting Paper 1	6	0	0	3	1	2	2	1	1	0
Applied Accounting Paper 2	9	1	2	1	1	1	1	1	1	1
Applied Policing	5	2	0	2	3	2	0	0	0	4
Art and Science of Teaching	4	0	0	1	1	1	0	0	0	4
Automotive Repair and Maintenance	9	1	2	2	2	2	2	2	1	2
Business Practice	9	1	1	3	2	2	2	1	2	1

NC(V) Level 4	Number of Provinces	Number of centres sampled within each Province								
		Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Subject										
Carpentry and Roof Work	8	4	1	5	5	5	2	2	0	2
Client Services and Human Relations	7	1	1	1	1	1	1	1	0	0
Computer Integrated Manufacturing	4	1	0	2	0	1	0	0	0	1
Computer Programming Paper 1	2	0	0	0	3	0	0	0	0	2
Construction Planning	9	2	1	2	1	4	1	1	1	3
Construction Supervision	7	2	1	0	4	2	1	2	0	2
Contact Centre Operations	5	1	0	1	2		0	2	0	0
Criminal Justice Process	5	2	0	1	3	2	0	0	0	5
Early Childhood Development	4	0	0	1	1	1	0	0	0	4
Electronic Control and Digital Electronics	5	1	0	1	1	0	2	0	0	1
Electrotechnology	4	2	0	2	0	1	0	0	0	1
Engineering Fabrication – Boiler Making	8	0	2	4	2	6	3	2	3	2
Engineering Fabrication – Sheet Metal Work	1	0	0		1	0	0	0	0	0
Engineering Processes	2	0	1	0	0	0	0	0	0	2
English First Additional Language Paper 1	9	1	1	2	1	1	1	1	1	1
English First Additional Language Paper 2	7	1	1	0	1	1	1	0	1	1
Farm Planning and Mechanisation	7	1	1	1	2	1	1	1	0	0
Financial Management	9	2	1	2	1	1	1	2	2	1
Fitting and Turning	9	1	2	2	3	2	1	2	2	2
Food Preparation	9	2	3	3	2	2	3	1	1	3

NC(V) Level 4	Number of Provinces	Number of centres sampled within each Province								
		Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Subject										
Governance	3	1	0	0	1	0	0	0	0	2
Hospitality Generics	9	2	2	2	2	2	1	1	1	5
Hospitality Services	6	1	1	0	1	0	0	1	0	1
Human and Social Development	4	0	0	1	1	1	0	0	0	3
Law Procedures and Evidence	3	1	0	0	1	1	0	0	0	0
Learning Psychology	4	0	0	1	1	1	0	0	0	3
Life Orientation Paper 1	7	3	0	3	2	4	3	2	0	2
Life Orientation Paper 2	5	2	0	9	1	1	0	0	0	8
Management Practice	9	2	2	3	2	3	2	3	1	1
Marketing	8	1	1	1	1	1	1	1	0	1
Materials	8	3	1	1	3	2	2	0	1	3
Mathematics Paper 1 or 2	9	3	2	2	3	2	2	5	3	3
Mechatronic Systems	4	2	0	2	0	1	0	0	0	1
New Venture Creation	7	2	2	1	1	1	1	0	1	0
Office Practice	9	2	1	2	1	1	1	1	1	2
Office Data Processing	7	1	0	1	2	0	1	1	1	2
Operations Management	9	1	2	2	1	1	2	1	1	2
Personal Assistance	9	1	2	3	2	1	2	2	1	1
Physical Science Paper 1	4	0	1	6	0	4	2	0	0	0
Physical Science Paper 2	3	1	1	0	2	0	0	0	0	0
Professional Engineering Practice	9	2	2	2	2	1	1	3	2	2
Project Management	4	0	0	1	1	0	1	0	0	1

NC(V) Level 4	Number of Provinces	Number of centres sampled within each Province								
Subject		Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Science of Tourism	7	4	0	1	3	2	0	2	1	4
Stored Programme Systems	4	2	0	2	0	1	0	0	0	1
Sustainable Tourism in SA and International Travel	7	0	1	1	1	1	1	0	2	1
Tourism Operations	9	1	1	1	1	1	1	1	1	1
Welding	6	0	1	2	1	1	2	0	0	3

As is evident from the tables above, scripts from most of the provinces and from a variety of examination centres in each province were included in the verification of marking exercise. It must also be noted that certain subjects are offered only at a limited number of sites in certain provinces and it is therefore not possible to include a variety of sites across all the provinces (for example, in the case of Afrikaans First Additional Language and Stored Programme Systems). In some cases, the scripts of a particular province had not been marked by the time the Level 4 marking was verified (for example, Law Procedures and Evidence Level 4 – Western Cape).

In addition to the abovementioned process, Umalusi staff also played a role in the monitoring of the marking process. This is reported on in more detail in Chapter 4.

4 APPROACH

Umalusi's verification of marking for Levels 2, 3 and 4 entailed:

- Attendance of the marking guideline discussions for Level 4;
- Verification of the marking of a sample of subjects at the two centralised marking centres; and
- Verification of the marking of a sample of Level 2 and 3 scripts at the DHET.

In addition, Umalusi staff:

- Monitored the marking venues during the verification of marking process;

- Scanned through chief marker/internal moderation of marking reports of Levels 2, 3, and 4.

The sample of subjects from which scripts were moderated across the provinces is represented in tables 35, 36 and 37 above.

5 FINDINGS

5.1 MARKING GUIDELINE DISCUSSIONS

The marking guideline discussions for the fundamental subjects were attended by the chief markers, internal moderators and external moderators only. This was a new approach and it provided a small group with the chance to interrogate the question paper and marking guidelines thoroughly before the meeting with the markers. This approach allowed for in-depth discussions and ensured that the chief markers and internal moderators were well prepared by the time they met with the markers.

The marking guideline discussions for vocational subjects were held with the entire marking panel present, including markers. The discussions for both the fundamental and vocational subjects were generally robust, ensuring that the marking guidelines for NC(V) Level 4 would support fair marking and the accurate allocation of marks.

The tables below present of the findings of the marking guideline discussions.

Table 38: NC(V) Level 4 marking guideline discussions - findings

Criteria	Findings and challenges	Examples of affected subjects/papers
Conduct of the marking guideline discussions	The discussions were chaired by either the chief marker or the internal moderator. Some discussions were co-chaired by the chief marker/internal moderator/external moderator. Umalusi external moderators provided valuable input and guidance during these discussions to ensure compliance with accepted practices. The external moderators signed off the final marking guidelines.	
Preparedness of the markers and chief markers	Some chief markers had come to the discussions prepared; they had also prepared their own marking guidelines.	English First Additional Language Paper 1, English First Additional Language Paper 2,

Criteria	Findings and challenges	Examples of affected subjects/papers
<p>In order to maximise the benefit of the marking guideline discussions, it is essential that markers and chief markers arrive having engaged with the particular paper beforehand.</p>		Life Orientation Paper 2, Mathematics Paper 2
	<ul style="list-style-type: none"> • However, the majority of the chief markers had not marked a sample of scripts before the discussions. 	
	<ul style="list-style-type: none"> • Only 45% of markers came prepared to the discussion. 	
<p>Attendance of the marking guideline discussion is essential for markers, chief markers and internal moderators to ensure uniformity in marking.</p>	<ul style="list-style-type: none"> • Only 71% of the markers attended the marking guideline discussions. 	
	<ul style="list-style-type: none"> • There was a shortage of markers for some papers as a result of absence/withdrawal of some markers. 	Farm Planning and Mechanisation, Client Services and Human Relations, Computer Programming Paper 1, Construction Supervision, Professional Engineering Practice
	<ul style="list-style-type: none"> • Some internal moderators were not present at the commencement of the marking guideline discussions and only joined the marking process later, while others declined the invitation at the last minute. In the case of the unavailability of moderators, the chief marker assumed the role of internal moderator and a marker took on the role of the chief marker where required. 	Applied Accounting Paper 1, Business Practice, Electrical Systems and Construction, Fitting and Turning, Life Orientation Paper 2, Science of Tourism, Welding
<p>Participation in discussion</p>	<p>In general, chief markers and markers engaged actively with and amended the marking guidelines where necessary.</p> <ul style="list-style-type: none"> • However, some markers did not actively participate but relied on the input of the chief marker/internal moderator. 	Advertising and Promotions, Applied Accounting P2, Personal Assistance, Financial Management
	<ul style="list-style-type: none"> • Some markers needed more guidance as they had not been teaching the subject or lacked marking experience. 	Applied Accounting, Personal Assistance, Office Data Processing, Life Orientation (markers were not teaching the subject); New Venture Creation and Science of Tourism (lacked marking experience)

Criteria	Findings and challenges	Examples of affected subjects/papers
<p>Adjustment of marking guidelines</p> <p>Marking guidelines are interrogated for effectiveness at several stages.</p>	<p>It was noted that:</p> <ul style="list-style-type: none"> • Before the marking guideline discussions, 10% of the marking guidelines were adjusted by chief markers/internal moderators; 	<p>Early Childhood Development, English First Additional Language Paper 1 and Paper 2, Engineering Processes</p>
	<ul style="list-style-type: none"> • During the marking guideline discussions, 91% of the marking guidelines were adjusted; 	<p>Business Practice, Hospitality Services, Fitting and Turning, Governance, Operations Management</p>
	<ul style="list-style-type: none"> • Scripts from only 79% of subjects were sample marked. 	
	<ul style="list-style-type: none"> • The subjects with small enrolments were not sample marked. 	<p>Welding, Engineering Fabrication - Sheet Metal Work</p>
	<ul style="list-style-type: none"> • The number of scripts in the sample per subject varied from one to five. In most cases, one script was photocopied and provided to the markers for sample marking. 	
	<ul style="list-style-type: none"> • After the sample marking, 33% of the subjects' marking guidelines were further adjusted. 	<p>Advertising and Promotions, Carpentry and Roof Work, Hospitality Generics, Science of Tourism, Welding</p>
	<ul style="list-style-type: none"> • External moderators confirmed that all the adjustments were justified. The changes were mainly additional or alternative answers, and adjustments to allocation of marks. These changes did not influence the cognitive level of the required responses. 	<p>All papers</p>
<p>Translated marking guidelines</p>	<ul style="list-style-type: none"> • The translated versions of the marking guidelines were not available for most subjects at the commencement of the discussions. 	
	<ul style="list-style-type: none"> • In most subjects, it was agreed that the Afrikaans speaking markers would mark the scripts of Afrikaans speaking candidates. • However, in the case of Welding, the marker appointed did not have the language proficiency necessary to mark the scripts written in Afrikaans. 	<p>Welding</p>

a. Quality of final question papers and marking guidelines

This year an improvement was observed in the implementation of changes recommended by the external moderators during the moderation process. These changes were made in 98% of the question papers and marking guidelines. However, it was noted that some recommendations made by external moderators had not been implemented by the DHET before the printing of question papers. Some of the resulting errors in marking guidelines are indicated in the table below.

Table 39: Errors in Level 4 question papers/marketing guidelines

Subject	Error
Applied Accounting Paper 2	Mark allocation for some questions was missing on the marking guideline.
Client Services and Human Relations	Some answers in the marking guideline were still incorrect.
Electrical Systems and Construction	Technical errors were found in the marking guideline; some ticks still not indicated, as in the original marking guideline.
Mathematics Paper 2	There were typographical errors in the marking guideline that did not appear in the guideline approved by the external moderator; mainly the omission of symbols and part of a solution.

In the case of 10% of the papers there were complaints from markers that some questions were ambiguous/outside the Subject and Assessment Guidelines. The following are examples:

Table 40: Challenges – misinterpretation of questions, questions outside SAG

Subject	Concern
Advertising and Promotions	Candidates interpreted a question differently to what was intended or expected by the examiner and moderators.
Client Services and Human Relations	Due to the nature of the subject, topics are closely related, and candidates interpreted the questions incorrectly.
Electrical Principles and Practice	A question worth two marks did not fall within the Subject and Assessment Guidelines.
Learning Psychology	Two questions were misinterpreted by candidates.

5.2 VERIFICATION OF MARKING

The table below reflects the findings of Umalusi's moderators as observed at the Level 4 marking centres, as well as the findings from the verification of Levels 2 and 3 scripts at the DHET. The DHET's organisation for Umalusi's verification of Level 2 and 3 marking is commendable. Please note that the findings of the monitoring of marking at campus level by Umalusi staff are discussed in Chapter 4.

Table 41: Verification of NC(V) marking Level 2 and Level 3 – findings

Criteria and findings	Challenges	Subjects affected
<p>Marking procedure</p> <p>L2 and L3 markers generally followed the whole script approach. There were some centres where markers marked only certain questions across all scripts.</p>		Hospitality Services L3, Life Orientation L2 P1, Mathematics L2 P1 and L3 P1
<p>Adherence to marking guidelines</p> <p>Generally there was satisfactory adherence to the marking guidelines (68%).</p>	<p>The WCED was used to finalise the Level 2 and 3 marking guidelines: However, it was observed that some marking centres made further changes to the marking guidelines, and that these differed from centre to centre.</p>	Life Orientation L2 and L3 P1, Fitting and Turning L2, Principles of Computer Programming L3
	<ul style="list-style-type: none"> Some markers did not adhere to the marking guidelines. 	Hospitality Services L3, Life Orientation L2 and L3 P1, Tourism Operations L2
	<ul style="list-style-type: none"> Where there were other possible correct answers, markers added these. 	Life Orientation L2 and L3 P1, Principles of Computer Programming L3
	<ul style="list-style-type: none"> Significant differences in marks allocated by the marker/internal moderator/external moderator resulted from a failure to follow the marking guidelines strictly. 	Tourism Operations L2
	<ul style="list-style-type: none"> Moderators felt that the evaluation of a practical examination using a marking guideline was not ideal. 	Principles of Computer Programming L3

Criteria and findings	Challenges	Subjects affected
<p>Standard of marking/ performance of markers</p> <p>The standard of marking was satisfactory (65% of subjects moderated) with few inconsistencies.</p>	<ul style="list-style-type: none"> At times, marking was inconsistent and not according to the marking guidelines. 	Hospitality Services L3, Life Orientation L3 P1, Life Orientation L3 P2, Mathematical Literacy L3 P2
	<ul style="list-style-type: none"> The allocation of half marks in certain subjects made the marking process slow and cumbersome. 	Office Practice L3
	<ul style="list-style-type: none"> Some markers were careless/unfair/made serious errors and were inconsistent. <ul style="list-style-type: none"> Very poor marking and moderation. Question marked out of 10 instead of 20. 	Life Orientation L2 P1 (Centre 899995840); Art and Science of Teaching L2 (Centres 199995169; 199990129; 99995137; 899995840)
	<ul style="list-style-type: none"> Inconsistent marking was observed, especially in open-ended questions. 	Life Orientation L3 P1
	<ul style="list-style-type: none"> Both the marker and internal moderator made the same error – shadow marking. A centre awarded candidates marks as a percentage instead of out of 120. 	Life Orientation L3 P1
	<ul style="list-style-type: none"> Markers were not always subject specialists. 	Entrepreneurship L2, Financial Management L2
	<p>Administration</p> <p>Most markers were consistent. They awarded marks correctly, although the administration could be improved in future to comply fully with the DHET prescriptions on marking procedures.</p>	<ul style="list-style-type: none"> The nature of errors included incorrect calculations, incorrect transfer of marks to front cover and other technical errors. <p>Many markers did not indicate marks against the answer, only on the cover page, which is not in line with prescribed practice.</p>
<ul style="list-style-type: none"> Inconsistent mark allocation, sub- totalling, and position of mark allocation on page (middle, not on right hand side) were problems in some marking. 		Hospitality Services L3, Financial Management L2
<ul style="list-style-type: none"> The inconsistent use of coloured pens for marking created confusion, particularly when markers used black pen and the candidates also wrote in black ink. 		Financial Management L2

Criteria and findings	Challenges	Subjects affected
<p>Challenges:</p> <p>Subjects with a computer component</p>	<p>The following instances of non-compliance with policy were reported by external moderators:</p>	
	<ul style="list-style-type: none"> • Candidates were awarded marks for printouts with watermarks but without examination numbers, despite the fact that instructions clearly stated that only scripts with examination numbers would be marked. 	Life Orientation L3
	<ul style="list-style-type: none"> • Marking was too lenient. 	Life Orientation L3 P2 (Centre 699995603)
	<ul style="list-style-type: none"> • Possible printing of answer by someone other than candidate. 	Principles of Computer Programming L3 (Centre 499995419)
<p>Internal moderation</p> <p>The standard of the internal moderation was generally satisfactory (74% of subjects). In most cases, internal moderation by trained moderators was consistent and objective, and there were no marked variances among the marker, chief marker, internal moderator and external moderator.</p>	<p>However:</p> <ul style="list-style-type: none"> • At times moderation was rated careless especially where moderators repeated the errors of markers. 	Mathematical Literacy L3 P2
	<ul style="list-style-type: none"> • Real engagement with the paper and marking guideline was lacking. Internal moderator merely rubberstamped markers' judgements. 	Hospitality Services L3, Principles of Computer Programming L3 (Centre 399990301), Life Orientation L2 P1
<p>Response to examination question paper</p> <p>Question papers were generally rated as fair and performance corresponded with predicted expectations.</p>	<p>The following were observed throughout the marking process:</p> <ul style="list-style-type: none"> • A lack of language proficiency and knowledge of subject terminology on the part of the candidates was observed to be a major obstacle to achieving good marks. 	Art and Science of Teaching L2, Business Practice L2
	<ul style="list-style-type: none"> • Papers were considered fair but poor performance was widespread. 	
	<ul style="list-style-type: none"> • There was concern that lecturers and learners rely too heavily on the format of previous question papers; it was generally agreed that this should change. 	Business Practice L2

Criteria and findings	Challenges	Subjects affected
<p>Performance of candidates</p> <p>In general, candidates' performance was disappointing.</p> <p>Most learners were not adequately prepared for the examination.</p>	<p>Most candidates performed well in questions which required them to memorise facts, but poorly in those that required them to analyse or find solutions by calculation. However, the inability of candidates to answer relatively easy, straightforward, recall-type questions was of particular concern.</p>	<p>Physical Science L2, L3</p>
	<ul style="list-style-type: none"> • Candidates struggled with visual literacy and did not read questions carefully. 	<p>Life Orientation L3 P1</p>
	<ul style="list-style-type: none"> • Application questions appeared to be very challenging. 	<p>Fitting and Turning L2</p>
	<ul style="list-style-type: none"> • Some papers were regarded as particularly difficult. 	<p>Theory of Policing Practice L3</p>
	<ul style="list-style-type: none"> • Candidates failed to relate to scenarios, and revealed poor comprehension of questions. 	<p>Art and Science of Teaching L2</p>
	<ul style="list-style-type: none"> • Many candidates struggled to use formulae in calculations. 	<p>Physical Science L2 and L3</p>
	<ul style="list-style-type: none"> • Evidence of rote learning rather than actual knowledge. 	<p>Life Orientation L3 P1, Entrepreneurship L2.</p>
<ul style="list-style-type: none"> • Candidates rewrote parts of case studies instead of applying their knowledge to questions. 	<p>Life Orientation L3 P1</p>	
<p>Brief check of marker and internal moderator reports</p>	<p>The reports at Levels 2 and 3 showed some improvement in terms of qualitative content but these still need to be more comprehensive if they are to provide useful information for the standardisation process.</p>	

Table 42: Verification of NC(V) marking Level 4 – findings

Criteria and findings	Challenges	Subjects affected
<p>Marking procedure</p> <p>In 86% of L4 papers markers marked individual questions across scripts.</p>	<p>However, where there was a low enrolment for Level 4 subjects, and only a few markers were required, a whole script marking approach was followed in most cases.</p>	<p>Afrikaans First Additional Language L4, Fitting and Turning L4, Art and Science of Teaching L4, Contact Centre Operations L4, Applied Policing L4, Engineering Graphics and Design L4, Engineering Fabrication - Boiler Making L4</p>
	<ul style="list-style-type: none"> • Marking by the internal moderator in black pen when the candidates had also used black ink made it difficult to distinguish moderation marks. 	<p>Advertising and Promotions L4</p>

Criteria and findings	Challenges	Subjects affected
<p>Adherence to marking guidelines</p> <p>In general, there was adherence to marking guidelines (88%) with only minor deviations. These mostly comprised a slightly different interpretation of questions or the addition of alternative answers.</p>	<ul style="list-style-type: none"> Minor errors detected where markers did not adhere to guidelines. 	Afrikaans First Additional Language L4, Automotive Repair and Maintenance L4, Welding L4
	<ul style="list-style-type: none"> It was not always clear whether markers had a complete set of the adjustments which had been made to the marking guideline in the discussion. 	Life Orientation L4 P1
	<ul style="list-style-type: none"> Moderators reported that rubrics were not suitable for the evaluation of the writing section – different interpretations made it difficult for the moderator to judge how a specific mark had been arrived at. 	Afrikaans First Additional Language L4
	<ul style="list-style-type: none"> Differences in marks allocated by the marker/internal moderator/external moderator resulted from a failure to follow the marking guideline strictly. 	Applied Accounting L4 P1
<p>Standard of marking/performance of markers</p> <p>The marking process was generally fair, and high standards were upheld in 75% of the subjects. The markers worked together as teams, discussing problems as they arose. There was a high level of consistency in marking, as evidenced in the verification of marking control sheets which reflected little variation between marks awarded by the marker and the internal and external moderators.</p>	<ul style="list-style-type: none"> Markers and internal moderators were unable to be present at the marking centre for the whole marking session owing to the decision by the colleges that they should attend to their college responsibilities first. This had an adverse effect on the marking and moderation process. 	Most subjects at the Tygerberg marking centre were affected
	<ul style="list-style-type: none"> There was a feeling that markers would have benefitted from more thorough briefing. 	Business Practice L4, Hospitality Services L4
	<ul style="list-style-type: none"> Substantial differences in marks allocated by marker, internal moderator and external moderator. 	Applied Accounting L4, Engineering Graphics and Design L4 P2
	<ul style="list-style-type: none"> When marking was found to be inconsistent, the marker was asked to re-mark the batch, and in this way standards were maintained. 	Applied Accounting L4 P2, Life Orientation L4 P1
	<ul style="list-style-type: none"> Not all markers could be regarded as subject specialists; if marking is to be fair to the candidate markers do need to 	Financial Management L4, Farm Planning and Mechanisation L4, Life Orientation L4 P1, New Venture

Criteria and findings	Challenges	Subjects affected
Standard of marking/performance of markers	be experts.	Creation L4, Office Data Processing L4.
	<ul style="list-style-type: none"> Alternative answers from candidates were not always interpreted correctly. 	Financial Management L4
Administration The prescribed procedures were followed in the main. Level 4 markers signed their initials next to the questions that they had marked and the marker who totalled the script signed in full.	<ul style="list-style-type: none"> The nature of errors included incorrect calculations, incorrect transfer of marks to front cover and other technical errors. 	Engineering Processes L4, Food Preparation L4.
	<ul style="list-style-type: none"> Inconsistent mark allocation, sub-totalling and position of mark allocation on script. 	Applied Accounting L4 P1, Business Practice L4, Criminal Justice Process L4, Financial Management L4, Hospitality Services L4.
Handling of Irregularities In most cases, moderation of Level 4 marking happened early in the process and so few irregularities were found. Any that were identified were handled according to policy.	The following alleged irregularities were reported by external moderators:	
	<ul style="list-style-type: none"> Two candidates with the same handwriting. 	Early Childhood Development L4
	<ul style="list-style-type: none"> Candidate who answered the wrong question paper (possibly a previous question paper). 	Financial Management L4
	<ul style="list-style-type: none"> Two scripts with the same examination number. 	Automotive Repair and Maintenance L4
	<ul style="list-style-type: none"> Markers inflated candidates' marks. 	Engineering Graphics and Design L4 P2
Internal moderation The standard of the internal moderation was generally satisfactory as chief markers and internal moderators were experienced and proficient, resulting in consistency and objectivity.	The following were, however, observed:	
	<ul style="list-style-type: none"> There were marked variances in mark allocation among the marker chief marker, internal moderator and external moderator. 	Office Practice L4
	<ul style="list-style-type: none"> Internal moderators indicated spelling and language errors which had not been identified by the markers. 	Afrikaans First Additional Language L4
	<ul style="list-style-type: none"> Shadow marking, where the internal moderator repeated the errors of the markers, occurred at some centres. 	Hospitality Services L4
	<ul style="list-style-type: none"> Internal moderation was found at times to be a mere audit rather than an engagement with the content. 	Automotive Repair and Maintenance L4
Response to examination question paper	The following were found as a result of the marking process:	

Criteria and findings	Challenges	Subjects affected
<p>Question papers were generally rated as fair, and performance corresponded with predicted expectations.</p>	<ul style="list-style-type: none"> Papers were considered fair, but weak performance by candidates was widespread. 	<p>Applied Accounting L4 P1, Early Childhood Development L4, Contact Centre Operations L4, Farm Planning and Mechanisation L4</p>
	<ul style="list-style-type: none"> Application and explanation questions were not well answered. 	<p>Advertising and Promotions L4</p>
	<ul style="list-style-type: none"> The lack of language proficiency, particularly knowledge of subject terminology, was a common observation. 	<p>Advertising and Promotions L4, Computer Integrated Manufacturing L4</p>
	<ul style="list-style-type: none"> Candidates needed more exposure to essay type questions. 	<p>Criminal Justice Process L4</p>
	<ul style="list-style-type: none"> The format of the paper had not changed since the previous year and this advantaged the candidates. 	<p>Computer Integrated Manufacturing L4</p>
	<ul style="list-style-type: none"> Candidates did not consider the mark allocation when answering the question. 	<p>Client Services and Human Relations L4</p>
	<ul style="list-style-type: none"> Candidates found it difficult to interpret the case study. 	<p>Client Services and Human Relations L4</p>
	<ul style="list-style-type: none"> Lack of practical experience hampered candidates' ability to answer questions. 	<p>Construction Supervision L4</p>
<p>Performance of candidates</p> <p>The performance of candidates was disappointing overall. Candidates performed well in questions which required them to memorise facts, but poorly in those that required them to analyse or find solutions by calculation. A common observation was that learners were not adequately prepared for the examination.</p>	<p>Moderation of the marking demonstrated the following with regard to the subjects indicated:</p>	
	<ul style="list-style-type: none"> The inability of candidates to answer relatively easy, straightforward, recall-type questions correctly was of specific concern. 	<p>Physical Science L4, Computer Integrated Manufacturing L4</p>
	<ul style="list-style-type: none"> Candidates struggled to understand language and subject specific vocabulary. Instructions were not followed correctly at times. 	<p>Advertising and Promotions L4, Art and Science of Teaching L4, Applied Policing L4</p>
	<ul style="list-style-type: none"> The teaching of grammar should be a priority; the interpretation of visuals and literature requires attention. 	<p>Afrikaans First Additional Language L4</p>

Criteria and findings	Challenges	Subjects affected
Performance of candidates	<ul style="list-style-type: none"> Many candidates struggled to use formulae in calculations. 	Agribusiness L4
	<ul style="list-style-type: none"> Candidates found visual literacy very challenging and did not read questions carefully. 	Life Orientation L4 P1
	<ul style="list-style-type: none"> Application questions appeared to be very challenging. 	Fitting and Turning L4
	<ul style="list-style-type: none"> There was a failure to relate to scenarios and poor comprehension of questions. 	Art and Science of Teaching L4
	<ul style="list-style-type: none"> Poor performance was attributed to lecturers having inadequate knowledge of the subject matter. 	Computer Integrated Manufacturing L4, Electronic Control and Digital Electronics L4, Farm Planning and Mechanisation L4, Mechatronic Systems L4
Overview of marker and internal moderator reports The reports for the fundamental subjects were mostly of a high standard.		Life Orientation L4, Afrikaans First Additional Language L4; English First Additional Language L4; Mathematics L4, Mathematical Literacy L4

a. General observations and remarks

- Question papers and marking guidelines were sometimes set according to specific textbooks instead of the Subject and Assessment Guidelines.
- There was too much emphasis on knowledge questions at all levels of the NC(V).
- Not all examination assistants were well enough trained to identify inconsistencies and errors.
- Level 2 and 3 marking guidelines were applied differently at different marking centres.

The moderators recommended the following in order to improve teaching and learning:

- More grammar and subject vocabulary should be taught.
- Lecturers must ensure that learners understand concepts to prevent them from simply memorising facts.
- Learners should be guided to become critical thinkers and should be exposed to applications.
- The NC(V) is a vocational qualification and learners, lecturers and examiners must be more aware of the current requirements of industry.
- More hands-on experience must be allowed for, through direct experience of working with the equipment and machines and through visits to industry.

- Lecturers should follow work schedules closely so that adequate time is spent on each topic, and so that all topics are covered.
- The relevant sections of the chief marker and internal moderator reports should be made available to lecturers to assist in teaching and learning.

Examination techniques should be taught, such as:

- Applying the identification of the key word principle;
- Using the mark allocation of the question as a guide to what is expected;
- Careful reading of questions;
- Motivation of answers where required;
- Answering contextual questions;
- Dealing with case studies;
- Interpreting longer practical questions; and
- Communication skills.

6 AREAS OF GOOD PRACTICE

6.1 MARKING GUIDELINE DISCUSSIONS

Using presentations to train marking panels at the beginning of the marking guideline discussions contributed to the effectiveness and efficiency of the process.

Allowing adequate time resulted in quality marking guideline discussions.

There was a marked improvement in the sample marking of scripts. This process ensures that correct methods and answers from candidates which are not initially mentioned in the guidelines are included in the final version, thus ensuring consistency, fairness and professionalism in the conduct of marking.

6.2 VERIFICATION OF MARKING

The following observations were made during the verification of marking process:

- The overall standard of marking was good;
- Level 4 markers worked together as teams, discussing problems as they arose;
- The prescribed procedures for marking were generally followed;
- Question papers were generally rated as fair and of an appropriate standard.

The appointment of examination assistants made a valuable contribution in the administration of marks and the control of scripts.

The generally high quality of the Level 4 chief marker and internal moderator reports is commendable. The good reporting practice observed in some of these reports could be shared to encourage improvement by other chief markers and moderators (for example, the chief marker and internal moderator reports for Life Orientation L4 P2).

7 AREAS FOR IMPROVEMENT

7.1 MARKING GUIDELINES

a. Marking guideline discussions

The quality of marking guideline discussions and the implementation of decisions arising from them play an important role in ensuring the validity of the marking process and candidates' results. For this reason, marking guideline discussions should be conducted in a venue which is conducive to constructive thought. Allocating venues to programmes rather than to subjects made constructive discussions difficult in some subjects.

b. Attendance and participation

Only markers who attend the guideline discussions should be permitted to mark. Chief markers must ensure that they scrutinise the guidelines and train the markers to understand the content of the guidelines and the marking approaches. Attendance of chief markers/internal moderators is compulsory. No deviation from this requirement should be tolerated.

c. Availability of papers and documents

All necessary documents must be available at the discussions from the outset.

d. Preparedness for marking guideline discussions

Markers must be prepared for the discussions by working out a marking guideline on their own. This preparation maximises the discussion process. It is also mandatory for chief markers to mark a sample of scripts before the discussions.

e. Appointment of markers

The appointment of markers should be made in good time and in accordance with the set criteria. The appointment of markers who do not meet the minimum requirements is unacceptable, and must not be allowed as it has a negative impact on the marking process.

7.2 VERIFICATION OF MARKING

The following recommendations are made, based on the observation of the moderation of marking:

- Suitably qualified lecturers must be appointed and supported by in-service training workshops to ensure effective teaching, learning and examination preparation throughout the year.
- Because it is evident that learners have limited language skills and poor mastery of subject terminology, this must become the focus of teaching the subject. For example, a variety of 'models' of different writing could be collected and evaluated by candidates as part of skill building in languages, and in subjects using case studies. Learners require more opportunities to write.
- The teaching of study and examination techniques is strongly recommended. Support to markers through training workshops and monitoring must be provided so that marking and moderation procedures can be consistently applied.
- Marking guideline discussions at all levels are an essential requirement for good marking practice and should be thorough, resulting in guidelines that are accurate, consistent and focused on ensuring that candidates' answers are fairly and reliably interpreted.
- Questions requiring the doubling of marks should be avoided.
- Minutes must be taken at the marking guideline discussions and must be available for Levels 2, 3 and 4.
- The an official procedure in place for instances where changes to Level 2 and 3 marking guidelines occur after the finalisation of the marking guidelines must be followed to ensure consistent marking across marking centres.
- Internal moderation of marking of Level 2 and 3 scripts must be improved. The current practice is often no more than an audit or a compliance exercise, and is not helpful.
- Examination assistants must be better trained to identify inconsistencies and errors.

8 CONCLUSION

The moderation of marking by Umalusi revealed that marking of the NC(V) scripts was conducted in a professional and competent manner. However, marking of Levels 2 and 3 must be better controlled to ensure consistency in marking across marking centres.

From the observations of the marking process, it seems that the poor performance of candidates could stem from the failure of lecturing staff to impart knowledge to learners in ways that are meaningful to them. It is evident that, if learner performance in the NC(V) is to be improved, suitably qualified lecturers must be appointed and supported to improve teaching and learning in terms of both the theoretical as well as the practical component.

Chapter 6

Standardisation of results

1 INTRODUCTION

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

The standardisation of the examination and internal assessment marks is necessary in order to address the variations that occur in the standard of examination question papers, and in the assessment at the site of learning and marking, as well as between sites of learning. Marks are adjusted only where it is found that candidates have been unfairly advantaged or disadvantaged in the assessment of a particular subject.

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

The NC(V) is a fairly new qualification, with Level 4 having been implemented for the first time only in 2009. This is the fourth year of implementation of NC(V) Level 3 and the fifth year of NC(V) Level 2.

2 PURPOSE

Standardisation is the moderation process used to mitigate the effects on performance of factors other than learners' knowledge and aptitude. The standardisation of examination results is necessary in order to deal with any variations in the standard of question papers which may occur despite careful moderation processes, as well as variations in the standard of marking that may take place from year to year. Other sources of variation include undetected errors and unexpected interpretations of questions by learners. Standardisation is thus necessary in achieving comparability and consistency of examinations from year to year.

3 SCOPE

This chapter outlines the 2011 NC(V) standardisation decisions. A total of 213 subjects (77 Level 2, 68 Level 3 and 68 level 4 subjects) were presented for standardisation. There were seven subjects (two each at Level 2 and 3 and three at Level 4) for which there were no enrolments or where the few candidates who had enrolled for the subject did not sit for the examination.

4 APPROACH

Standardisation decisions take into account historical and situational factors and are the result of careful and systematic reasoning.

This year, the norm referenced method was used for most Level 2 and 3 subjects as a three-year history was available at both levels. Suggested computer adjustments were therefore available for most Level 2 and 3 subjects this year. Historical averages (i.e. norm referencing) will be introduced at Level 4 in 2012.

The Means Analysis test, where the means or averages of subjects within a programme are compared and adjustments made to bring the means within a predetermined tolerance level, has been used since 2007. This year this test was used for Level 4 and the Level 2 and 3 subjects in the new NC(V) programmes which were introduced in 2010 and 2011.

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

Table 43: Number of subjects and standardisation method used

Method	Number of subjects			
	Level 2	Level 3	Level 4	TOTAL
Norm Referenced	51	46	-	97
Means Analysis Test	26	22	68	116
TOTAL 77		68	68	213

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

Qualitative data, as contained in the chief markers' and internal moderators' marking reports, was also considered in the decision making process where applicable and appropriate.

Umalusi conducted a post-examination analysis of three fundamental NC(V) subjects, namely English First Additional Language Level 4, Mathematics Level 4 and Mathematical Literacy Level 4, and two vocational subjects, Computer Programming Level 4 and Engineering Processes Level 4. This project analysed the question papers and compared those of November 2011 with those of November 2010 and the 2011 Supplementary papers. The purpose of the project was to provide insights into the nature of the cognitive demand and levels of difficulty in these papers, in the absence of historical averages (norms), in order to help the Assessment Standards Committee in its decision making. The results of this project were considered in the adjustment of the marks in these five subjects.

4.1 PRE-STANDARDISATION MEETING

A preliminary discussion and statistical moderation meeting took place on 20 December 2011, at which the examination results in each subject on all three levels were discussed by the Assessment Standards Committee of the Umalusi Council, in collaboration with Umalusi staff. Preliminary decisions on adjustments were agreed upon at this meeting.

4.2 STANDARDISATION MEETING

The November NC(V) Level 2, 3, and 4 examination results were standardised on 20 December 2011.

5 STANDARDISATION DECISIONS

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

The table below summarises what adjustments were required and implemented. It is clear that in the majority of subjects, the raw marks were close enough to the historical average or mean to be accepted without any adjustment.

Table 44: Standardisation of NC(V) results

Decisions	Number of subjects			
	Level 2	Level 3	Level 4	TOTAL
Raw marks accepted	54	50	51	155
Computer adjustment upwards	9	6	12	27
Computer adjustment downwards	14	12	5	31
TOTAL 77		68	68	213

In 72,8% of the subjects, the raw marks were accepted, while marks in 12,7% of subjects were adjusted downwards and in 14,5% upwards.

6 AREAS FOR IMPROVEMENT

6.1 CHIEF MARKER AND INTERNAL MODERATOR REPORTS

The chief markers' and internal moderators' reports, in particular the Level 2 and 3 reports, lacked useful qualitative data. Consensus must be reached on exactly what type of qualitative information is required to inform standardisation decisions, and a way must be found of consolidating information from the chief marker and internal moderator reports.

6.2 DATA SETS

Accurate data sets must be made available at least 24 hours before the standardisation meeting to allow time for the Assessment Standards Committee to interrogate the various sources of data.

6.3 IRREGULARITIES

Umalusi received daily reports on irregularities from some of the colleges during the examinations, and consolidated reports from the DHET on a weekly basis. Regular daily reports were received from all the colleges in the Free State and the cooperation of the PDE is to be commended.

The reports received from the Department of Higher Education and Training contained irregularities reported by only certain provinces and certain examination centres. Furthermore, the reports were incomplete since some of the incidents and alleged

irregularities, particular irregularities that occurred at marking centres, were not included in the reports.

All examination and marking centres must submit irregularity reports and *all* irregularities must be reported. The reporting must furthermore be accurate and detailed. A prerequisite for this is that there must be a common understanding in the college sector and in the provinces of what constitutes an irregularity. All examination personell must be trained to detect and effectively report irregularities.

The DHET should with immediate effect create a structure similar to the National Examinations Irregularities Committee (NEIC) for schools to deal effectively with all irregularities. A detailed report from such a structure would be most useful before Umalusi passes judgement on the credibility of the examinations.

7 CONCLUSION

The standardisation process was conducted in a systemic, 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 to those of Umalusi, which is a clear indication of a maturing examination system.

Umalusi is satisfied that the final examination marks, in the majority of cases the raw marks, represent a fair reflection of the candidates' performance in the November 2011 examination.

Section three

Quality assurance of November NATED
(Report 190/191) examination

1 INTRODUCTION AND BACKGROUND

Since its inception, Umalusi has been involved in the quality assurance of the NATED (Report 190/191) examinations. Owing to the phasing out of the NATED programmes and the introduction of the National Certificate Vocational (NC(V)), the level of quality assurance has been reduced. The decision by the Minister of Higher Education and Training in 2010 to allow colleges to continue offering selected programmes from the NATED (Report 190/191) has, however, led to a significant increase in the enrolments for these programmes at all three levels (N1, N2 and N3).

As a consequence, Umalusi increased its quality assurance processes for the NATED N1 - N3 programmes this year, but the sample is still relatively small. In fulfilling its statutory responsibility, and with the aim of maintaining and improving standards in the Vocational Education and Training (VET) sector, Umalusi undertook the following quality assurance processes in the NATED examinations of 2011:

- Audit of a sample of question papers from the April and August examinations;
- Moderation of a sample of NATED question papers from the November examination – mainly N3, but also one N2 question paper;
- Monitoring of various phases of the examinations written throughout the year;
- Verification of marking; and
- Standardisation of marks.

Examinations are conducted at different types of centres, namely public FET colleges, private FET colleges, Correctional Services centres and schools. All the N1, N2 and N3 question papers are nationally set. The marking of the N2 and N3 scripts is conducted at established marking centres nationally, whilst the N1 scripts are marked internally at the sites of delivery.

2 PURPOSE

The purpose of this section of the document is to report on the processes followed by Umalusi in the quality assurance of the November NATED N1 – N3 examination, and to present the findings, the areas of good practice as well as areas requiring improvement. The findings are based on information contained in the reports received from Umalusi monitors, moderators and staff; reports received from the Department of Higher Education and Training as well as reports on the moderation of marks during the standardisation process.

This chapter covers the following quality assurance processes implemented by Umalusi to ensure that the November 2011 examination was of the required standard:

- moderation of a sample of question papers of the November examination;
- monitoring the conduct of the examinations at sampled examination and marking centres;
- verification of marking of scripts in a sample of subjects; and
- moderation of examination scores during standardisation.

3 SCOPE AND APPROACH

3.1 MODERATION OF QUESTION PAPERS OF THE NOVEMBER 2011 EXAMINATION

Umalusi moderated ten question papers, including the fundamental Engineering N3 subjects (Mathematics and Engineering Science). Beyond these, the focus was mostly on subjects with higher enrolments, or subjects which had been identified in the past as problematic in terms of the performance of candidates.

An off-site approach was followed, in which the question papers, marking guidelines and supporting documents were sent to the external moderators.

The question papers of the following subjects were moderated:

Building Science N3
Electrical Trade Theory N3
Engineering Drawing N3
Engineering Science N3
Industrial Electronics N3
Logic Systems N3
Mathematics N3
Mechanotechnology N3
Plater's Theory N2 *
Plating and Structural Steel Drawing N3

* included due to poor performance of candidates, and not offered at N3 level

3.2 MONITORING OF EXAMINATIONS

Monitoring of the various phases of the examination process was undertaken in order to determine the level of adherence to policy. The implementation of systems, processes and procedures for the effective conduct of the examinations was observed. A total of 63 centres were monitored. It must be noted, however, that these included NATED and NC(V) examination centres; no distinction was made between the monitoring as the two examinations ran concurrently at many of the examination centres.

Umalusi deployed 33 monitors to visit a pre-selected sample of examination centres during the November examinations. Set criteria were used to select sites. The monitoring of the various phases made provision for the inclusion of examination centres at both public and private FET colleges and Correctional Services centres. This process is reported in detail in Section 2 Chapter 4.

3.3 VERIFICATION OF MARKING

Ten of the NATED subjects examined in November 2011 were selected for verification of marking. The Umalusi moderators attended the marking guideline discussions for four of these subjects. The marking of seven subjects was verified on-site at centralised marking centres, whilst the plan was to verify the marking of the remaining three subjects off-site. Umalusi provided the DHET with a list of all the sites from which scripts for the off-site verification of marking would be required. In the event, the off-site verification of Industrial Electronics N3 could not be finalised as the Department of Higher Education could not provide Umalusi with the sample of scripts in time. Verification samples from other subjects included scripts covering the whole range of performance of candidates, selected from all the provinces and marked at the selected marking centres.

Table 1 below provides a list of the subjects for which marking guideline discussions were attended and where marking was verified, and indicates the marking centre at which the discussions were held and marking verified.

Table 45: NATED marking guideline discussions and verification of marking

Subject and Level	Marking guideline discussion	Verification of marking
Building Science N3	Johannesburg	Johannesburg
Electrical Trade Theory N3	Germiston	Germiston
Engineering Drawing N3		Off-site
Engineering Science N3	Durban	Durban
Industrial Electronics N3		Off-site*

Subject and Level	Marking guideline discussion	Verification of marking
Logic Systems N3		Off-site
Mathematics N3		Mamelodi
Mechanotechnology N3		Hillside View
Plater's Theory N2	Newcastle Technology Centre	Newcastle Technology Centre
Plating and Structural Steel Drawing N3		Thornton
TOTAL	4	10

*not yet completed

3.4 STANDARDISATION OF RESULTS

The results of the NATED N1 – N3 subjects were standardised using the Kolmogorov-Smirnov goodness-of-fit procedure in conjunction with historical averages.

4 FINDINGS

4.1 MODERATION OF QUESTION PAPERS

The findings of the moderation of the question papers by Umalusi moderators are presented in the table below.

Table 46: Moderation of NATED question papers - findings

Criteria	Findings and challenges	Subjects implicated
Technical aspects	Layout of question papers and marking guidelines were user-friendly; instructions to candidates were clear; the mark allocation was appropriate to the questions. However: <ul style="list-style-type: none"> No assessment frameworks were used by examiners or internal moderators. 	All moderated papers
	<ul style="list-style-type: none"> Numbering errors occurred on the question paper and/or marking guidelines in 30% of the question papers. 	Engineering Science, Industrial Electronics, Mechanotechnology
	<ul style="list-style-type: none"> The quality of illustrations, graphs and/or tables was not desirable/print ready in 40% of the question papers. 	Building Science, Engineering Drawing, Engineering Science, Mathematics
	<ul style="list-style-type: none"> The question paper did not cover the syllabus adequately in 20% of the subjects. 	Building Science and Mathematics

Criteria	Findings and challenges	Subjects implicated
Technical aspects	<ul style="list-style-type: none"> There were minor typographical errors in the question papers or marking guidelines in 40% of the papers. 	Building Drawing, Electrical Trade Theory,, Mathematics, Mechanotechnology
Internal moderation	The internal moderation reports were inferior in quality and did not provide useful qualitative data to assist the external moderator; internal moderator reports were incomplete.	All moderated subjects
	No report received for 50% of the moderated subjects.	Electrical Trade Theory, Engineering Science, Logic Systems, Plater's Theory, Plating and Structural Steel Drawing
Content Coverage and cognitive skills	The question papers for most subjects covered the prescribed content and included questions of varying cognitive demand. However: <ul style="list-style-type: none"> Certain topics were not covered or some sections were given too much coverage in 20% of the subjects. 	Building Science, Engineering Drawing
	<ul style="list-style-type: none"> The weighting of topics and the cognitive demand were not prescribed in some subjects which left decisions on spread and demand to the discretion of the examining panels. 	Building Science, Electrical Trade Theory
No questions outside syllabus	All questions were within the scope of the syllabus; different types of questions were included; and the mark allocation was appropriate for expected answers and time allowed, but <ul style="list-style-type: none"> One example of a question outside the syllabus was found. 	Mathematics
Appropriate mark allocation	Mark allocation was mostly appropriate to the questions but <ul style="list-style-type: none"> Half marks and even ¼ marks were allocated to certain answers. 	Building Science
	<ul style="list-style-type: none"> Mark allocations were not appropriate to expected answers in some of the questions. 	Building Science, Electrical Trade Theory and Industrial Electronics
Different types of questions	The types of questions asked mostly complied with the subject expectations and latest developments in the subject, but creativity in questioning techniques was lacking: <ul style="list-style-type: none"> Curricula in some subjects are outdated, which led to difficulties in assessment. 	Electrical Trade Theory, Industrial Electronics, Plater's Theory

Criteria	Findings and challenges	Subjects implicated
Marking guidelines Alignment of question paper and marking guideline	The mark allocation in the question papers and marking guidelines corresponded; the answers were mostly complete and correct. However: <ul style="list-style-type: none"> No provision was made for alternative responses (where applicable). 	Industrial Electronics
	<ul style="list-style-type: none"> The mark allocation within the questions was not indicated in 30% of the subjects moderated. 	Electrical Trade Theory, Engineering Drawing and Plating and Structural Steel Drawing
	<ul style="list-style-type: none"> Answers to certain questions provided in the marking guidelines were not clear or were incorrect. 	Building Science, Electrical Trade Theory, Logic Systems, Mathematics
Language and bias	The language of the sampled question papers was pitched at the right level. Gender, race and cultural bias were not evident in the sampled question papers.	
Adherence to policy	The weightings of different topics and cognitive demand were not prescribed for some of the subjects, which left decisions on spread and demand to the discretion of the examining panels. <ul style="list-style-type: none"> Weighting and cognitive demand not indicated. 	Building Science, Electrical Trade Theory
	The November question papers compared well with the previous question papers in terms of standard and format: <ul style="list-style-type: none"> Repetition/verbatim repetition of questions from previous question papers was observed in 20% of the papers moderated. 	Engineering Science, Plater's Theory

4.2 VERIFICATION OF MARKING

Marking centres were well organised. Great care was taken to establish the necessary systems in order to secure and manage the flow of scripts efficiently.

Table 47: Verification of marking NATED - findings

Criteria	Finding and Challenges	Subjects
1.1 Marking guideline discussions		
Marking guideline discussions	Two discussions were held to finalise the marking guidelines.	
Adjustment to marking guidelines	Changes were made to the guidelines in the majority of moderated subjects, but these mainly took the form of additional	Building Science, Electrical Trade Theory, Engineering Science, Mathematics, Mechanotechnology,

Criteria	Finding and Challenges	Subjects
	answers or changes made necessary by failure of the DHET to align marking guidelines with changes made to the question papers after external moderation.	Plater's Theory
Preparedness of markers – each with their own worked out marking guideline	Markers did not come prepared to two of the marking guideline discussions attended.	Engineering Science, Plater's Theory
Sample marking	Some of the chief markers had not marked a sample of scripts before the marking discussions.	Building Science, Engineering Science, Plater's Theory
1.2 Verification of marking		
Marking model	Markers marked entire scripts.	
Consistency of marking	Markers were experienced and marking was mostly consistent. This was evident in the only very minor discrepancies in mark allocations by the marker, internal moderator and external moderator. Marking in some subjects was not consistent at the beginning of the marking process. This did improve as the session progressed, however.	Engineering Science, Plater's Theory
Calculation of marks	The marks were correctly calculated and accurately transferred to the cover page and mark sheets, but some incorrect calculations/transfer of marks was observed.	Mechanotechnology, Plating and Structural Steel Drawing
Identification of markers and moderators	The name or signature of the marker and internal moderator appeared on the question papers.	
Accuracy of marking	Some markers were not able to interpret questions.	Mechanotechnology
Internal moderation	Ten percent (10%) of scripts were moderated; quality of moderation was rated as fair to good in all subjects moderated. However, in the case of one of the verified subjects, no moderation was evident.	Plating and Structural Steel Drawing
Performance of candidates	The marks indicated that most candidates had found the papers fair to difficult.	

4.3 CHIEF MARKER AND INTERNAL MODERATOR (OF MARKING) REPORTS

Umalusi received chief marker and or internal moderator reports for 13 N1, nine N2 and 11 N3 subjects, fewer than half of the subjects written.

A slight improvement in the quality of these reports was noted.

4.4 IRREGULARITIES

Umalusi received daily reports on irregularities from some of the colleges during the examinations, and consolidated reports from the DHET on a weekly basis. Regular daily reports were received from all the colleges in the Free State and the cooperation of this PDE is to be commended.

The reports received from the Department of Higher Education and Training contained the irregularities reported by only certain provinces and certain centres. Furthermore, the reports were incomplete since some of the alleged irregularities were not included in these reports.

The final irregularities report received from the DHET included, in addition to alleged leaked papers, the following irregularities:

- Crib notes – six candidates.
- Fraud – two cases where the examination was written by someone other than the candidate.
- Missing scripts – two candidates.

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

4.5 STANDARDISATION OF RESULTS

A total of 76 subjects were presented for standardisation. The capture rate was very high, with most subjects having a rate of above 90% and many above 95%. The results in five subjects, all with very low enrolments, were not presented for standardisation due to low capture rates.

Owing to certain alleged irregularities, the results of six of the subjects presented for standardisation were not standardised. These subjects will be standardised pending the outcome of an investigation into these alleged irregularities.

In most cases, the raw scores of the candidates were accepted, as indicated in the table below.

Table 48: Standardisation of November 2011 NATED examination results

Description	Number of subjects
Number of subjects presented for standardisation.	76 (of which two had no enrolments)
Subjects not presented for standardisation.	5
Number of subjects that could not be standardised because fewer than 80% of the results were available.	5
Number of subjects that could not be standardised: investigation into alleged irregularities pending.	6
Number of subjects where amendments were made to the proposed decision of the DHET.	12
Number of subjects where raw scores were accepted.	46
Number of subjects for which marks were adjusted upwards.	11
Number of subjects for which marks were adjusted downwards.	11
Number of subjects standardised at standardisation meeting.	68

The following information provides an overview of the challenges that were identified during the standardisation of the 2011 November NATED N1 – N3 examination results, and the areas of concern:

Owing to irregularities, six N2 and N3 question papers were not standardised.

The subjects concerned are:

- Electrical Trade Theory N2
- Electrotechnology N3
- Engineering Science N3
- Industrial Electronics N2
- Mathematics N3
- Mechanotechnology N3

No standardisation decision was taken in the abovementioned subjects. Umalusi requires an investigation into and a full report on the alleged irregularities.

The practice and standard of marking at some sites.

Subjects concerned:

- Building Drawing N1 at Bethlehem Campus: significant differences in the marks awarded by the marker and the internal moderator.
- Engineering Drawing N1 at Park Avenue Campus: significant differences in marks awarded by the marker and the internal moderator.
- Mathematics N1: different amendments to the marking guideline led to inconsistent marking across centres.

The DHET was requested to withhold the marks of the specific instructional offerings at the sites concerned until the submitted marks could be verified.

The practice of adjusting marks at marking centres.

The DHET was required to remark the scripts of candidates who obtained 40% in the following subject:

- Building Drawing N2.

The DHET was required to investigate the sudden good or poor performance in the following subjects:

- Building Science N3
- Engineering Science N2
- Refrigeration Trade Theory N2

The fact that all irregularities are still not being reported remains a concern. Certain technical irregularities did not appear on the irregularity report received from the DHET.

5 AREAS OF GOOD PRACTICE

5.1 QUESTION PAPERS

The setting and moderation process was concluded in 2010 - well in advance of the examination dates.

5.2 MARKING

The markers at the centralised marking venues were found to be experienced and most had been involved in the marking of the particular subject for some time. The danger is, however, that they may have become complacent.

5.3 STANDARDISATION

The capturing rate of the marks was very high, exceeding 95% in most subjects.

6 AREAS FOR IMPROVEMENT

6.1 QUESTION PAPERS

On the face of it, the quality and standard of question papers appear acceptable, but owing to the repetition of questions from previous question papers, their content has become highly predictable. This is of concern as candidates who work through previous question papers could pass a certain subject without having actually mastered its content.

The internal moderator reports were inferior in quality, often incomplete and not providing useful qualitative data to assist the external moderator.

Evidence of actual interrogation of the question papers in the form of detailed reports and assessment frameworks must be stipulated by the DHET to ensure that question papers are balanced and challenging. The under-specification of content, weightings of different topics and cognitive demand, as well as and content that is outdated are curriculum issues that must be addressed urgently to assist in the setting of question papers at the appropriate level.

The DHET should train examiners and internal moderators in the setting of more interesting and challenging questions and in the provision of quality internal moderation reports.

Furthermore, question papers and marking guidelines must be more meticulously checked by the DHET before printing and distribution to eliminate errors and discrepancies between question papers and marking guidelines.

6.2 VERIFICATION OF MARKING

Internal marking is often not of the required standard, as was evident from the large variations in marks allocated by the markers and by the internal moderators at some centres, and from the difference in adjustments made at different marking centres. The official procedure in place to ensure consistent marking across marking centres must be followed.

The following aspects require attention at some marking centres:

- All markers must come prepared to marking guideline discussions.
- Sample marking must be done before the commencement of the marking session.
- Processes must be implemented to ensure the accurate calculation and transfer of marks.
- Systems must be established to ensure that the marking of all subjects is moderated.

Some of the marked scripts requested from Industrial Electronics N3, Logic Systems N3 and Engineering Drawing N3 were not received before the standardisation meeting. Umalusi could not conclude the verification of the marking process for Industrial Electronics prior to the standardisation meeting. Cooperation between the marking centres, the DHET and Umalusi is essential to ensure that such processes are concluded on time. The DHET should put stricter measures in place to ensure that scripts are submitted on time as not to compromise quality assurance processes.

6.3 CHIEF MARKER AND MODERATOR REPORTS

Reports for all subjects must be submitted to Umalusi. Although there was a slight improvement in the quality of the reports, further support must be provided to chief markers and moderators to ensure that their reports are meaningful and provide qualitative data.

Relevant information contained in the chief marker/internal moderator reports submitted to the DHET must be conveyed to the college sector in order to improve teaching and learning.

6.4 REPORTING OF IRREGULARITIES

All examination and marking centres must submit irregularity reports and *all* irregularities must be reported. Furthermore, this reporting must be accurate and detailed. A prerequisite for this is that there is a common understanding in the college sector and in

the provinces of what constitutes an irregularity. To this end, all examination personnel should be trained to detect and effectively report irregularities.

These issues have been repeatedly reported with very limited if any improvement. The DHET should, with immediate effect, create a structure similar to the National Examinations Irregularities Committee (NEIC) for schools to deal effectively with all irregularities. A detailed report from such a structure is crucial before Umalusi can pass judgement on the credibility of the examinations in 2012.

7 CONCLUSION

NATED programmes have been offered by colleges for many years and owing to the regular administration of examinations, there are well established examination systems and procedures in place. Examinations are therefore run in a professional manner. The challenges lie, however, in addressing the quality and standard of teaching and learning, the quality of assessment instruments and the poor performance by learners.

Cognisance is taken of the progress made in certain processes. It is worrying, though, that virtually no progress has been made in issues of quality of internal moderator reports (for question papers) or the reporting of irregularities, despite the fact that these are points that have been raised repeatedly.

The security in the handling of question papers must be improved to prevent the leakage of question papers.

The scope of Umalusi's quality assurance will have to be extended to ensure that issues such as the following are addressed and/or improved:

- Quality of question papers;
- Format of internal moderators' reports (question paper moderation);
- Quality of marker and internal moderator reports (marking and moderation of marking);
- Reporting and resolving of irregularities;
- Implementing a changed model for standardisation to address the challenge of norms that are inappropriate due to the current model.

Section four

Conclusion

Conclusion

In 2011 the main focus in the Vocational Education and Training sector was the quality assurance of the National Certificate (Vocational) qualifications. The re-introduction of the NATED programmes required that Umalusi extended its quality assurance of these programmes as well.

In general, Umalusi is satisfied with the progress being made in the implementation and assessment of the NC(V). The DHET has successfully reviewed its systems and procedures; however, the difficulties in implementing proper plans, coupled with the evident lack of capacity, still has an impact on the quality and standard, especially with regard to assessment, particularly of the ICASS and ISAT at site level. In addition, the lack of systems and resources at some of the sites of delivery with which to effectively train the numbers of learners enrolled remains of serious concern, and is a matter which the DHET, as the national assessment body, must take urgent steps to resolve if it is to avoid situations where the learning experience and the quality of the qualification are compromised.

A large sample of the NC(V) Level 4 and a smaller sample of Level 2 and 3 question papers were moderated by Umalusi. Despite some failure to keep within time frames, all the papers moderated by Umalusi were approved and thus evaluated as appropriate in terms of subject content and cognitive challenge for the particular level.

The 2011 examinations for the NC(V) and the NATED (Report 190/191) were administered in a professional manner. Generally, good standards were maintained in the administration of the examinations. However, Umalusi remains concerned about the lacklustre conduct of the ISAT at certain sites, and subsequently the reliability and validity of these ISAT marks. It is critical to the welfare of the NC(V) qualifications concerned that the implementation of ISATs is monitored and effectively moderated at campus and at college level. This is an area where the DHET, as the assessment body, has a very constructive role to play in 2012.

Umalusi has observed an improvement in the internal assessment as far as compliance is concerned. However, it is essential to ensure that tasks, especially practical tasks are of the appropriate standard. Furthermore, moderation must be meaningful and add value and not be simply a compliance exercise as is the current practice in many instances.

Umalusi is overall satisfied that marking was consistent. There are, however, certain systemic issues that warrant revision and improvement, for example, the system for the appointment and training of suitably qualified and experienced Level 4 markers. The

refinement of the model for the finalisation of the Level 2 and 3 marking guidelines, as well as the process followed to ensure consistent marking across marking centres for these two levels also require attention.

Umalusi Council wishes, in summary, to highlight the following specific concerns regarding the quality assurance of VET qualifications which the assessment body should attend to in 2012:

- The lack of adherence to time frames for the submission of question papers for moderation must be addressed. The failure to keep to time frames causes delays in the external moderation of question papers and the moderation of ISATs. These delays have the potential to compromise the moderation process.
- The off-site model for the setting of question papers must be reviewed.
- The quality of the NATED question papers and the related internal moderator reports is less than satisfactory and requires urgent attention. This can be achieved through the training of the examiners and internal moderators.
- The lack of infrastructure and human resources to offer certain programmes at certain colleges as well as the inadequate resources/facilities for the number of learners at certain colleges must be resolved – and state-of-the-art facilities and equipment must be matched with appropriately skilled and adequately experienced personnel to support the implementation of the NC(V).
- Internal moderation of ICASS and ISAT conduct must become a meaningful exercise that adds value – the current practice is a compliance exercise and does not address the issues of quality.
- The monitoring/moderation of ICASS and the conduct of ISATs by the assessment body require attention to ensure that the marks submitted are reliable and valid.
- The recruitment and appointment of marking staff for centralised marking of Level 4 must start well in advance of the examination so that the best possible markers are recruited from across the country and all related marking processes can be run efficiently.
- Failure to attend marking guideline discussions by some markers/chief markers/internal moderators was observed. Officials absent from these discussions should not be allowed to participate in the marking process.

- Where uncertainty about the fairness of questions arises during the centralised process of the finalisation of marking guidelines for Level 2 and Level 3, the protocol for decisions on the marking of such questions must be followed. Adherence to the finalised marking guideline is of the utmost importance to ensure consistency in marking across marking centres.
- The DHET must ensure that all irregularities are reported immediately to Umalusi. The failure to report irregularities could have a serious impact on the credibility of the examinations. The delay in finalisation of irregularities is also of great concern. The DHET should, with immediate effect, create a structure similar to the National Examinations Irregularities Committee (NEIC) for schools to deal effectively with all irregularities. A detailed report from such a structure is critical for Umalusi to pass judgement on the credibility of the examinations.

The issues above notwithstanding, Umalusi Council has approved the release of the results based on the fact that the examinations were administered in terms of the applicable examination policies, but with the following provisos:

- That Umalusi has an opportunity to verify the accuracy of the resulting data before the release of the results to candidates; and
- That the results of the six NATED subjects under investigation for alleged irregularities are blocked, and that a full report on the investigations is submitted to Umalusi, so that the matter is understood and resolved before these subjects are standardised.

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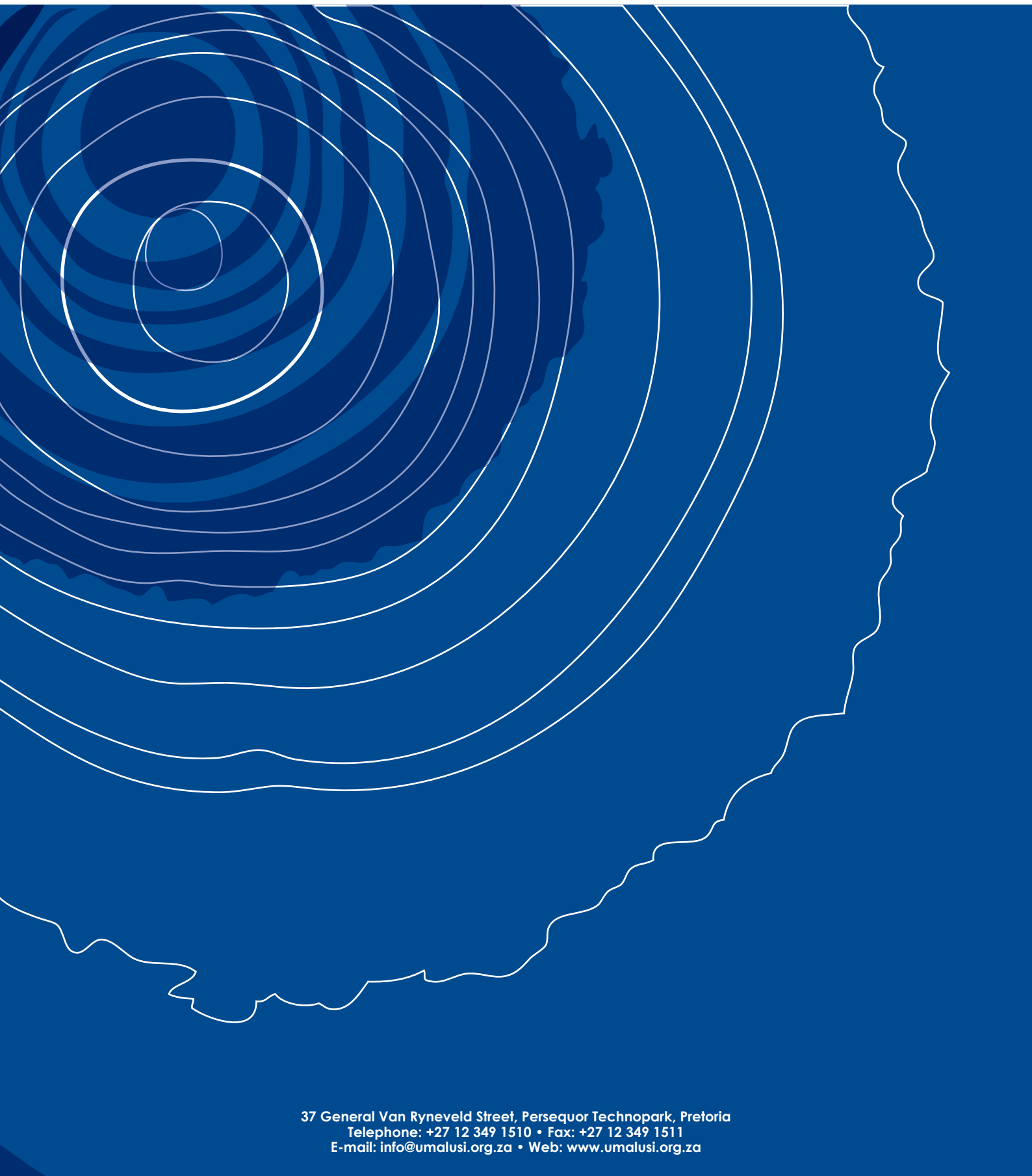
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