

# 2020



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**Report on the Quality Assurance  
of the National Certificate (Vocational)  
[NC(V)] 2020 Level 2-4 Supplementary  
Examinations by the Department of  
Higher Education and Training (DHET)**

**UMALUSI**



Quality Council for General and Further  
Education and Training

REPORT ON THE QUALITY  
ASSURANCE OF THE NATIONAL  
CERTIFICATE (VOCATIONAL) [NC(V)] 2020  
LEVEL 2-4 SUPPLEMENTARY EXAMINATIONS  
BY THE DEPARTMENT OF HIGHER  
EDUCATION AND TRAINING (DHET)

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# ACRONYMS

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DHET	Department of Higher Education and Training
NC(V)	National Certificate (Vocational)
SAG	Subject Assessment Guidelines
TVET	Technical and Vocational Education and Training
Umalusi	Quality Council for General and Further Education and Training

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

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# BACKGROUND

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The National Certificate (Vocational) [NC(V)] is a three-year qualification and currently each of the three years is an exit level. NC(V) programmes are delivered under the auspices of the Department of Higher Education and Training (DHET) and quality assured by Umalusi. This qualification is offered at Technical Vocational Education and Training (TVET) colleges (mostly public and a few private), a few correctional services centres and a few schools. A total of nineteen different programmes are offered. Candidates enrol for seven subjects, which include three fundamental subjects, three compulsory vocational subjects and one optional vocational subject. The programmes integrate theory and practice and provide students with a broad range of knowledge and practical skills within specific industry fields.

National external examinations are conducted in November and February/March. The examinations are administered and managed by the DHET. All seven subjects are examined. Umalusi is responsible for the quality assurance of the assessment of Levels 2, 3 and 4, with the main focus on Level 4 as the final exit level.

All the question papers were set nationally by the DHET and externally moderated by Umalusi. The NC(V) 2020 Supplementary examinations were conducted during morning sessions, starting at 9:00 or afternoon sessions starting at 13:00.

The marking models followed were decentralised for Level 2 and Level 3 at the sites of learning and centralised (national) marking for Level 4. Marking guideline discussions were conducted at Springs Campus of Ekurhuleni East TVET College. Marking for NC(V) Level 4 was conducted at Midlands Campus of Umgungundlovu TVET College and Springs Campus of Ekurhuleni East TVET College. Marking personnel used during December 2019 were again deployed for this marking session.

A total of 39 129 subject enrolments were registered for this examination of which 28 755 candidates wrote the examination across 234 examination centres.

The purpose of this report is to provide feedback on the processes followed by Umalusi in the quality assurance of the NC(V) 2020 Supplementary examinations. The report also reflects on the findings, areas of improvement and good practice in the conduct, management and administration of the examinations, as well as areas of non-compliance and directives for compliance and improvement. The findings are based on information obtained from the Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from the DHET.

This report covers the following quality assurance processes implemented by Umalusi:

- Moderation of question papers for a sample of subjects;
- Monitoring of the writing of the examinations;
- Marking guideline discussions and verification of marking; and
- Monitoring of marking for a sample of subjects.

# CHAPTER 1 MODERATION OF QUESTION PAPERS

## 1.1 Introduction

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

Umalusi uses a set of criteria similar to that used by DHET, to determine the standard of the question papers and their compliance with the Subject and Assessment Guidelines (SAG). Depending on the degree to which it meets the set criteria, a question paper is approved, conditionally approved or rejected. If a question paper is approved, no conceptual changes are necessary. If the question paper is conditionally approved, question(s) need to be replaced/rephrased/restructured. The internal and external moderator will engage in discussions to improve and finalise the question paper. When any question in the question paper is outside the scope of the SAG or the question paper has substantial conceptual problems/flaws, it is rejected and returned to DHET for re-setting.

The purpose of the moderation of question papers is to:

- a. ensure that question papers of required standard are presented;
- b. Ascertain that question papers cover a substantial amount of the curriculum;
- c. Produce question papers that are fair and reliable;
- d. Ensure that question papers are representative of relevant conceptual domains; and
- e. Ensure that question papers are representative of relevant levels of cognitive demand.

## 1.2 Scope and Approach

Umalusi moderated a total of 149 question papers across NC(V) Levels 2, 3 and 4 for the 2020 Supplementary examinations. The majority of these papers were on Level 4 (66%), while 17% of the sample on Levels 2 and 3. The table 1A below provides a list of the subjects (indicating the paper number where a subject had two question papers) and the levels moderated by Umalusi.

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

No.	Subjects moderated	Supplementary 2020		
		Level 2	Level 3	Level 4
1.	Advanced Plant Production			✓
2.	Advertising and Promotions			✓
3.	Afrikaans First Additional Language Paper 1			✓
4.	Afrikaans First Additional Language Paper 2			✓
5.	Animal Production	✓		✓
6.	Applied Accounting	✓		
7.	Applied Accounting Paper 1			✓
8.	Applied Accounting Paper 2			✓
9.	Applied Engineering Technology			✓

No.	Subjects moderated	Supplementary 2020		
		Level 2	Level 3	Level 4
10.	Applied Policing			✓
11.	Architectural Graphics and Technology Paper 1			✓
12.	Architectural Graphics and Technology Paper 2			✓
13.	Art and Science of Teaching		✓	✓
14.	Automotive Repair and Maintenance			✓
15.	Business Practice	✓		✓
16.	Carpentry and Roof Work			✓
17.	Civil and Structural Steel Work Detailing	✓		
18.	Civil and Structural Steel Work Detailing Paper 1			✓
19.	Civil and Structural Steel Work Detailing Paper 2			✓
20.	Client Services and Human Relations		✓	✓
21.	Community Oriented Primary Care		✓	✓
22.	Computer Integrated Manufacturing			✓
23.	Computer Programming Paper 1			✓
24.	Computer Programming Paper 2			✓
25.	Concrete Structures			✓
26.	Construction Planning			✓
27.	Construction Supervision			✓
28.	Consumer Behaviour			✓
29.	Contact Centre Operations			✓
30.	Criminal Justice Process			✓
31.	Criminology			✓
32.	Data Communication and Networking			✓
33.	Drawing Office Procedures and Techniques Paper 1			✓
34.	Drawing Office Procedures and Techniques Paper 2			✓
35.	Early Childhood Development			✓
36.	Economic Environment			✓
37.	Electrical Principles and Practice		✓	✓
38.	Electrical Systems and Construction			✓
39.	Electrical Workmanship			✓
40.	Electronic Control and Digital Electronics	✓		✓
41.	Electronics	✓		
42.	Electrotechnology			✓
43.	Engineering Fabrication Boiler Making			✓
44.	Engineering Fabrication Sheet Metal Work			✓
45.	Engineering Graphics and Design Paper 1		✓	
46.	Engineering Graphics and Design Paper 2		✓	
47.	Engineering Processes			✓

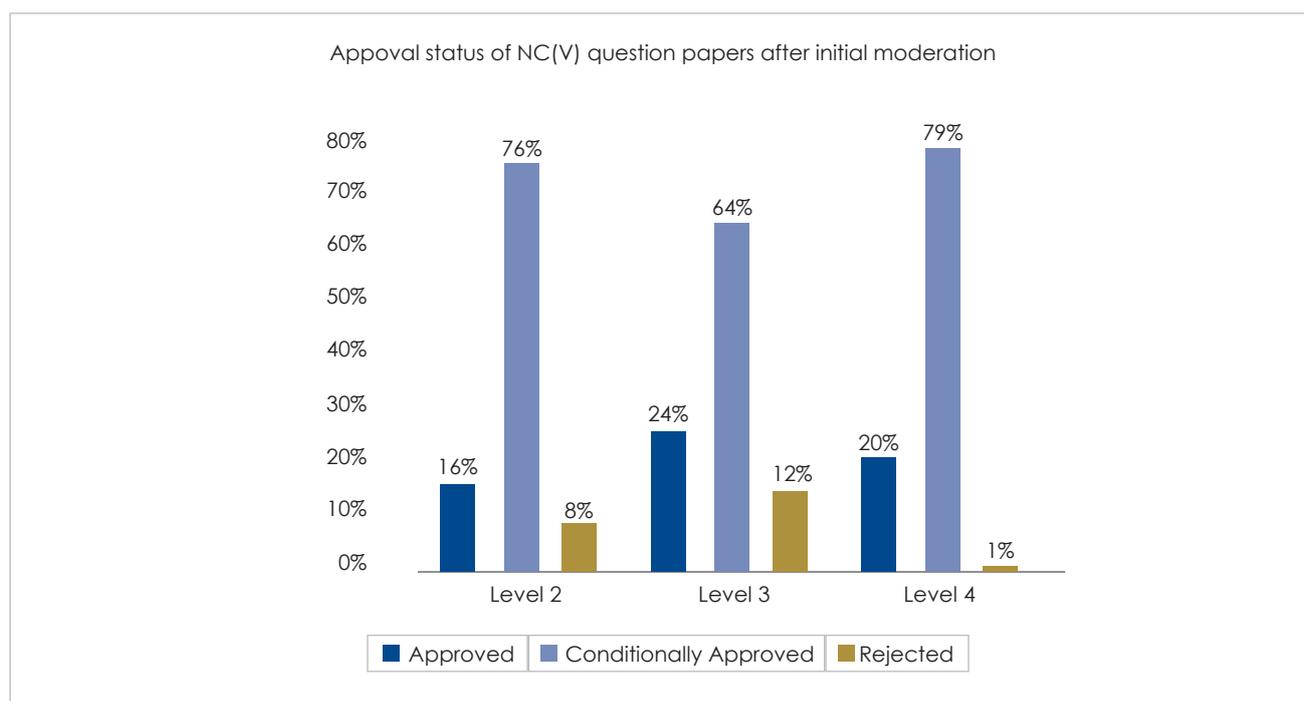
No.	Subjects moderated	Supplementary 2020		
		Level 2	Level 3	Level 4
48.	Engineering Systems	✓		
49.	English First Additional Language Paper 1	✓	✓	✓
50.	English First Additional Language Paper 2	✓	✓	✓
51.	Farm Planning and Mechanisation			✓
52.	Financial Management			✓
53.	Fitting and Turning			✓
54.	Food Preparation			✓
55.	Freight Logistics			✓
56.	Governance		✓	✓
57.	Hospitality Generics			✓
58.	Hospitality Services	✓		✓
59.	Human and Social Development	✓		✓
60.	Law Procedures and Evidence			✓
61.	Learning Psychology			✓
62.	Life Orientation Paper 1	✓	✓	✓
63.	Life Orientation Paper 2	✓	✓	✓
64.	Management Practice	✓		✓
65.	Marketing			✓
66.	Marketing Communication			✓
67.	Masonry			✓
68.	Materials			✓
69.	Material Technology		✓	
70.	Mathematical Literacy Paper 1	✓	✓	✓
71.	Mathematical Literacy Paper 2	✓	✓	✓
72.	Mathematics Paper 1	✓	✓	✓
73.	Mathematics Paper 2	✓	✓	✓
74.	Mechanical Draughting and Technology Paper 1			✓
75.	Mechanical Draughting and Technology Paper 2			✓
76.	Mechatronic Systems		✓	✓
77.	Multimedia Service			✓
78.	New Venture Creation			✓
79.	Office Data Processing		✓	✓
80.	Office Practice			✓
81.	Operations Management		✓	✓
82.	Personal Assistance			✓
83.	Physical Science Paper 1	✓	✓	✓
84.	Physical Science Paper 2	✓	✓	✓
85.	Plant and Equipment		✓	

No.	Subjects moderated	Supplementary 2020		
		Level 2	Level 3	Level 4
86.	Plant Production		✓	
87.	Plumbing			✓
88.	Principles of Computer Programming Paper 1		✓	
89.	Principles of Computer Programming Paper 2		✓	
90.	Principles of Criminal Justice	✓		
91.	Process Chemistry			✓
92.	Process Control			✓
93.	Process Technology			✓
94.	Professional Engineering Practice			✓
95.	Project Management			✓
96.	Public Health	✓		✓
97.	Pulp and Papermaking Technology			✓
98.	Refrigeration and Air Conditioning Processes			✓
99.	Renewable Energy Technologies			✓
100.	Roads	✓		✓
101.	Science of Tourism			✓
102.	Stored Programme Systems			✓
103.	Sustainable Tourism in SA	✓		
104.	Sustainable Tourism in SA and International Travel			✓
105.	Systems Analysis and Design			✓
106.	The Human Body and Mind			✓
107.	The South African Health Care System			✓
108.	Tourism Operations			✓
109.	Transport Economics			✓
110.	Transport Operations	✓		✓
111.	Welding			✓
112.	Wholesale and Retail			✓
	<b>Total</b>	<b>25</b>	<b>25</b>	<b>99</b>

Table 1B and Figure 1A below indicates the approval status of the of the NC(V) question papers after initial moderation.

**Table 1B: Approval status of the 2020 supplementary NC(V) question papers after initial moderation**

NC(V) Level	Number of question papers received by Umalusi	Number of question papers approved	Number of question papers conditionally approved	Number of question papers rejected
LEVEL 2	25	4	19	2
LEVEL 3	25	6	16	3
LEVEL 4	99	20	78	1
<b>TOTAL</b>	<b>149</b>	<b>29</b>	<b>113</b>	<b>6</b>



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

### 1.3 Summary of Findings

Table 1C below provides a summary of the findings of the initial moderation of the NC(V) question papers, as captured in the external moderators' reports.

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

Criteria	Findings and challenges	Subjects implicated
<b>Criteria 1: Technical quality</b>		
<p><b>General compliance</b></p>	<p>Eighty-one (54%) question papers and marking guidelines, met all technical requirements, noting a decrease of 6% from the 2019 Supplementary examinations.</p> <p>The following technical aspects were taken into consideration:</p> <ol style="list-style-type: none"> <li>a. submission of relevant supporting documents and completeness of supporting documents;</li> <li>b. completeness and accuracy of information on cover page;</li> <li>c. clarity of instructions to candidates;</li> <li>d. appropriate layout of paper;</li> <li>e. clear mark allocation and correspondence of mark allocation between question paper and marking guidelines;</li> <li>f. appropriate visuals of print-ready quality; and</li> <li>g. adherence to format requirements of the Subject and Assessment Guidelines.</li> </ol> <p>The remaining question papers and accompanying marking guidelines, which did not meet one or more of the technical requirements, amounted to 46%.</p>	<p>Advertising and Promotions L4  Afrikaans FAL L4 Paper 1 and 2  Animal Production L2 and L4  Applied Accounting L2  Applied Engineering Technology L4  Applied Policing L4  Architectural Graphics and Technology L4 Paper 1 and 2  Automotive Repair and Maintenance L4  Business Practice L2  Civil and Structural Steel Work Detailing L2  Civil and Structural Steel Work Detailing L4 Paper 1 and 2  Client Services and Human Relations L3 and L4  Community Oriented Primary Care L4  Computer Integrated Manufacturing L4  Computer Programming L4 Paper 1 and 2  Concrete Structures L4  Construction Planning L4  Construction Supervision L4  Consumer Behaviour L4  Contact Centre Operations L4  Criminal Justice Process L4  Criminology L4  Drawing Office Procedures and Techniques L4 Paper 1  Economic Environment L4  Electrical Principles and Practice L4  Electrical Systems and Construction L4  Electronic Control and Digital Electronics L2  Engineering Fabrication Boiler Making L4  Engineering Fabrication Sheet Metal Work L4  Engineering Graphics and Design L3 Paper 1 and 2  Farm Planning and Mechanisation L4  Fitting and Turning L4  Food Preparation L4  Freight Logistics L4  Governance L3  Hospitality Services L2 and L4  Human and Social Development L2 and L4  Law Procedures and Evidence L4  Learning Psychology L4  Management Practice L4  Marketing L4  Masonry L4  Engineering Graphics and Design L3 Paper 1 and 2  Farm Planning and Mechanisation L4  Fitting and Turning L4  Food Preparation L4  Freight Logistics L4  Governance L3</p>

Criteria	Findings and challenges	Subjects implicated
<b>General compliance</b>		Hospitality Services L2 and L4 Human and Social Development L2 and L4 Law Procedures and Evidence L4 Learning Psychology L4 Management Practice L4 Marketing L4 Masonry L4 Material Technology L3 Materials L4 Mechatronic Systems L3 and L4 Multimedia Service L4 Office Practice L4 Operations Management L3 and L4 Personal Assistance L4 Physical Science L3 Paper 1 and 2 Physical Science L4 Paper 2 Plant and Equipment L3 Plant Production L3 Plumbing L4 Process Chemistry L4 Process Technology L4 Public Health L2 Pulp and Papermaking Technology L4 Renewable Energy Technologies L4 Roads L4 Stored Programme Systems L4 Sustainable Tourism in SA L2 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 The Human Body and Mind L4 The South African Health Care System L4 Tourism Operations L4 Transport Economics L4 Transport Operations L2
<b>Information on the cover page</b>	<p>The cover page of ten (7%) question papers lacked some details or contained incorrect or incomplete details, an increase of 2% from the 2019 Supplementary examinations.</p> <p>a. In seven (11%) question papers the examination date on the cover page of was either omitted, incorrect or unspecified (only the month and year was shown).</p>	Business Practice L4 Community Oriented Primary Care L3 Electrical Principles and Practice L3 Engineering Processes L4 English FAL L2 Paper 1 and 2 Public Health L4

Criteria	Findings and challenges	Subjects implicated
<b>Information on the cover page</b>	b. The number of pages that the question paper consisted of was incorrectly stated on the cover page of one question paper.	Applied Accounting L4 Paper 2
	c. The instruction pertaining to the use of non-programmable calculators was not indicated on the cover page of two question papers.	Applied Accounting L4 Paper 1 Mathematics L2 Paper 2
<b>Instructions to candidates</b>	a. In 11 (7%) question papers; not all of the instructions to candidates were clearly specified, an increase of 1% from the 2019 Supplementary examinations.	Applied Accounting L4 Paper 2 Carpentry and Roof Work L4 Electronics L2 Financial Management L4 Governance L4 Life Orientation L2 Paper 2 Mathematical Literacy L3 Paper 2 Mathematics L3 Paper 1 Physical Science L2 Paper 1 and 2 Transport Operations L4
	b. In two question papers; the accompanying formula sheet did not include all relevant formulae that was required to answer the questions.	Mathematics L2 Paper 1 and 2
<b>Layout of question paper</b>	a. Some of the pages in two (1%) question papers were not correctly numbered, same as the previous examination period.	Applied Accounting L4 Paper 2 Project Management L4
	b. In six (4%) question papers, not all of the questions were correctly numbered, an increase of 1% from the previous examination period.	Business Practice L4 Data Communication and Networking L4 English FAL L2 Paper 1 and 2 Mechanical Draughting and Technology L4 Paper 2 Physical Science L2 Paper 2
<b>Headers and footers</b>	The headers and footers in nine (6%) question papers were incomplete/inconsistent and/or did not adhere to the required format, an increase of 5% from the previous examination period.	Drawing Office Procedures and Techniques L4 Paper 2 Electrotechnology L4 Life Orientation L4 Paper 1 Marketing Communication L4 Mathematical Literacy L2 Paper 1 Mathematical Literacy L3 Paper 2 Mathematics L3 Paper 1 and 2 New Venture Creation L4

Criteria	Findings and challenges	Subjects implicated
<b>Font type and size</b>	a. Fonts were not used appropriately in the question paper and/or marking guideline for six (4%) question papers, an increase of 1% from the 2019 Supplementary examinations.	Drawing Office Procedures and Techniques L4 Paper 2 Life Orientation L2 and L4 Paper 2 Mechanical Draughting and Technology L4 Paper 1 Science of Tourism L4 Wholesale and Retail L4
	b. An appropriate computer program was not used to type mathematical formulae, making it difficult to modify equations and objects. Where modifications were required, the equations or objects had to be retyped in its entirety, even in the case of minor changes.	Mathematics L3 Paper 2
<b>Mark and time allocation</b>	a. The mark allocation was not clearly indicated in 11 (7%) question papers, same as the 2019 Supplementary examinations.	Art and Science of Teaching L3 and L4 English FAL L3 Paper 1 English FAL L4 Paper 2 Life Orientation L2 and L3 Paper 1 and 2 Professional Engineering Practice L4 Science of Tourism L4 Welding L4
	b. The mark allocation on the question paper did not correspond with that on the marking guidelines in nine (6%) question papers, an increase of 1% from the 2019 Supplementary examinations.	Engineering Systems L2 English FAL L4 Paper 2 Life Orientation L2 Paper 1 and 2 Life Orientation L4 Paper 1 Marketing Communication L4 Office Data Processing L4 Project Management L4 Roads L2
<b>Quality of graphics and illustrations</b>	In 25 (17%) question papers, the quality of illustrations, graphs or tables etc. was poor and not print ready, an increase of 2% from the 2019 Supplementary examinations.  Graphics, diagrams and illustrations that were not print ready include: a. Unclear or distorted visuals; b. Figures/Diagrams without labels; c. Font size for dimensions not appropriate/proportionate to illustration/diagram; d. Omission of dimension extension lines on drawings;	Advanced Plant Production L4 Art and Science of Teaching L3 Drawing Office Procedures and Techniques L4 Paper 2 Electrical Principles and Practice L3 Electrical Workmanship L4 Electrotechnology L4 English FAL L2, L3 and L4 Paper 1 Life Orientation L2 Paper 2 Mathematical Literacy L2, L3 and L4 Paper 1 and 2 Mathematics L2 Paper 2 Mathematics L4 Paper 1 and 2 Mechanical Draughting and Technology L4 Paper 2 Physical Science L2 and L4 Paper 1 Process Control L4 Refrigeration and Air Conditioning Processes L4 Wholesale and Retail L4

Criteria	Findings and challenges	Subjects implicated
<b>Quality of graphics and illustrations</b>	<ul style="list-style-type: none"> <li>e. Spelling error/s in figure/ diagram;</li> <li>f. Poor layout of supporting details in relation to figure/ diagram;</li> <li>g. Figures/Diagrams with inadequate supporting details;</li> <li>h. Constants in different equations on same graph being repeated, causing confusion; and</li> <li>i. Dimensions for drawings not indicated according to South African National Standard 10111.</li> </ul>	
<b>Format requirements of the Subject Assessment Guidelines</b>	Thirteen (9%) question papers did not adhere to the format requirements in the Subject Assessment Guidelines, same as the 2019 Supplementary examinations.	<ul style="list-style-type: none"> <li>English FAL L3 Paper 2</li> <li>Hospitality Generics L4</li> <li>Life Orientation L2 Paper 1</li> <li>Management Practice L2</li> <li>Marketing Communication L4</li> <li>Physical Science L2 Paper 1 and 2</li> <li>Principles of Computer Programming L3 Paper 1 and 2</li> <li>Refrigeration and Air Conditioning Processes L4</li> </ul>
<b>Criteria 2: Internal moderation</b>		
<b>Quality and standard of Internal Moderator reports</b>	a. The following areas pertaining to internal moderator reports, are of concern: <ul style="list-style-type: none"> <li>I. Non-submission of reports;</li> <li>II. Irrelevant reports;</li> <li>III. Incomplete reports;</li> <li>IV. Poor quality reports; and</li> <li>V. Reports of inappropriate standard.</li> </ul>	
	b. Internal moderators' reports for 3% of the question papers were not received by Umalusi, an increase of 1% from the 2019 Supplementary examinations.	<ul style="list-style-type: none"> <li>Community Oriented Primary Care L3</li> <li>English FAL L2 Paper 2</li> <li>Life Orientation L3 Paper 2</li> <li>Principles of Criminal Justice L2</li> </ul>
<b>Quality and standard of Internal Moderator reports</b>	<ul style="list-style-type: none"> <li>c. For 13% of question papers, the internal moderator's report did not match the question paper, a decrease of 3% from the 2019 Supplementary examinations.</li> <li>d. In most instances, where the internal moderator's report did not correspond with the question paper, it was found that the assessment grid also did not correspond with the question paper.</li> </ul>	<ul style="list-style-type: none"> <li>Animal Production L4</li> <li>Art and Science of Teaching L3</li> <li>Computer Programming L4 Paper 1 and 2</li> <li>Criminal Justice Process L4</li> <li>Early Childhood Development L4</li> <li>Human and Social Development L4</li> <li>Mathematics L2 Paper 2</li> <li>Mechanical Draughting and Technology L4 Paper 1</li> <li>Physical Science L2 Paper 2</li> <li>Physical Science L4 Paper 1 and 2</li> <li>Public Health L4</li> <li>Refrigeration and Air Conditioning Processes L4</li> <li>Roads L2 and L4</li> <li>Sustainable Tourism in SA L2</li> <li>Sustainable Tourism in SA and International Travel L4</li> <li>Wholesale and Retail L4</li> </ul>

Criteria	Findings and challenges	Subjects implicated
<b>Incomplete Internal Moderator reports</b>	<p>a. In 28 (19%) question papers, the internal moderators' reports were not adequately completed, an increase of 3% from the 2019 Supplementary examinations.</p> <p>b. Incomplete reports include those that did not provide:</p> <ol style="list-style-type: none"> <li>I. examiner's/internal moderator's name and/or contact details;</li> <li>II. signatures of internal moderator;</li> <li>III. Analysis grid;</li> <li>IV. an evaluation of the question paper in terms of specified criteria; and</li> <li>V. the approval status of the question paper and marking guideline.</li> </ol>	<p>Advertising and Promotions L4  Afrikaans FAL L4 Paper 1 and 2  Applied Accounting L2  Client Services and Human Relations L3  Computer Programming L4 Paper 1 and 2  Concrete Structures L4  Consumer Behaviour L4  Criminal Justice Process L4  Criminology L4  Electrical Principles and Practice L3 and L4  Electronic Control and Digital Electronics L4  Engineering Fabrication Boiler Making L4  Life Orientation L2 Paper 1  Marketing L4  Mathematical Literacy L3  Mechatronic Systems L4  Physical Science L4 Paper 1  Plumbing L4  Principles of Computer Programming L3 Paper 1 and 2  Process Technology L4  Professional Engineering Practice L4  Tourism Operations L4  Transport Economics L4  Wholesale and Retail L4</p>
<b>Standard of Internal Moderator reports</b>	<p>a. Thirty-seven (25%) of the internal moderators' reports were not of appropriate standard, a decrease of 8% from the 2019 Supplementary examinations.</p> <p>b. There has been a minor improvement of 8%, (from 67% to 75%) in the standard of internal moderators' reports since the 2019 Supplementary examinations.</p> <p>c. In some reports, checklists had been ticked with no related annotations; whilst in other instances, the annotations provided were either vague and/or meaningless. Reports of this nature added no value to the improvement in the quality and standard of the question paper, other than fulfilling a requirement.</p>	<p>Advertising and Promotions L4  Afrikaans FAL L4 Paper 1  Animal Production L4  Business Practice L2 and L4  Client Services and Human Relations L4  Computer Programming L4 Paper 1 and 2  Consumer Behaviour L4  Contact Centre Operations L4  Criminal Justice Process L4  Data Communication and Networking L4  Electrical Principles and Practice L3  English FAL L4 Paper 1 and 2  Financial Management L4  Hospitality Generics L4  Life Orientation L2 Paper 1 and 2  Marketing Communication L4  Mathematical Literacy L2 and L3 Paper 1 and 2  Mathematical Literacy L4 Paper 2  Mathematics L2 and L4 Paper 2  Physical Science L4 Paper 1  Principles of Computer Programming L3 Paper 1 and 2  Roads L2  Sustainable Tourism in SA L2  Sustainable Tourism in SA and International Travel L4  Transport Operations L2 and L4  Welding L4  Wholesale and Retail L4</p>

Criteria	Findings and challenges	Subjects implicated
<b>Standard of Internal Moderator reports</b>	d. Some reports focussed on layout, grammatical and typographical errors; whilst core aspects; such as, adherence to the SAG in terms of topic weighting and cognitive distribution; were neglected.	
<b>Relevance of Internal Moderator reports</b>	In 27% of the internal moderators' reports, the assessment grid accompanying the internal moderator's report did not correspond with the question paper; was not provided at all or incomplete, an increase of 4% from the 2019 Supplementary examinations.	
	a. In 15 (10%) of the internal moderators' reports, the assessment grid accompanying the internal moderators' reports did not correspond with the question papers.	Animal Production L4 Applied Accounting L4 Paper 1 Business Practice L2 Client Services and Human Relations L3 Computer Programming L4 Paper 1 Criminal Justice Process L4 Drawing Office Procedures and Techniques L4 Paper 2 Economic Environment L4 Human and Social Development L4 Life Orientation L2 Paper 1 Physical Science L4 Paper 1 Roads L4 Sustainable Tourism in SA L2 Sustainable Tourism in SA and International Travel L4 Wholesale and Retail L4
	b. In some question papers: I. the assessment grid in its entirety did not correspond with the question paper; II. sections of the assessment grid did not correspond with the question paper; or III. the question numbers in the assessment grid did not match the question numbers in the paper	
	c. Incomplete assessment grids were submitted with eight (5%) question papers.	Advertising and Promotions L4 Afrikaans FAL L4 Paper 1 and 2 Computer Programming L4 Paper 1 Consumer Behaviour L4 Criminology L4 Physical Science L3 Paper 1 and 2
	d. In 18 (12%) question papers, the assessment grid was poorly compiled and/or not all of the questions were correctly classified in terms of cognitive levels.	Advanced Plant Production L4 Art and Science of Teaching L3 Business Practice L4 Carpentry and Roof Work L4 Construction Planning L4 Contact Centre Operations L4 Electrical Principles and Practice L3 Electronic Control and Digital Electronics L2 and L4 Engineering Processes L4 English FAL L4 Paper 1 Life Orientation L4 Paper 1 and 2 Management Practice L2 Mathematical Literacy L2 and L3 Paper 1 and 2

Criteria	Findings and challenges	Subjects implicated
<b>Coverage of learning outcomes and assessment standards</b>	a. In 27 (18%) question papers, learning outcomes and assessment standards were not covered as stipulated in the policy and guideline documents.	Animal Production L4 Business Practice L2 and L4 Construction Planning L4 Drawing Office Procedures and Techniques L4 Paper 1 Early Childhood Development L4 Electrical Principles and Practice L4 Financial Management L4 Hospitality Services L2 Human and Social Development L4 Life Orientation L2 Paper 1 Marketing Communication L4 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 1 and 2 Mathematics L2 and L4 Paper 2 Mechanical Draughting and Technology L4 Paper 1 and 2 Physical Science L2 Paper 1 Principles of Computer Programming L3 Paper 1 and 2 Refrigeration and Air Conditioning Processes L4 Sustainable Tourism in SA L2 Sustainable Tourism in SA and International Travel L4 Transport Operations L2 Wholesale and Retail L4
	b. Seventeen (11%) question papers failed to provide questions representative of the latest developments in the subject, a decrease of 3% from the 2019 Supplementary examinations.	Applied Accounting L4 Paper 1 Business Practice L2 Carpentry and Roof Work L4 Computer Programming L4 Paper 1 and 2 Contact Centre Operations L4 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 Electrical Principles and Practice L3 English FAL L4 Paper 1 and 2 Hospitality Generics L4 Life Orientation L2 Paper 1 Mathematical Literacy L3 Paper 1 and 2 Process Chemistry L4 The Human Body and Mind L4
<b>Criteria 4: Text selection, types and quality of questions</b>		
<b>Types of questions</b>	There was not a wide variety of question types in 11 (7%) papers, an increase of 3% from the 2019 Supplementary examinations.	Animal Production L2 Business Practice L2 and L4 Carpentry and Roof Work L4 Drawing Office Procedures and Techniques L4 Paper 1 Electrical Principles and Practice L3 Electrical Systems and Construction L4 Multimedia Service L4 Plant Production L3 Roads L2 and L4

Criteria	Findings and challenges	Subjects implicated
<b>Correlation between difficulty level and mark allocation</b>	In 31 (21%) question papers, there was no correlation between mark allocation, level of difficulty and time allocation for some of the questions, an increase of 4% from 2019 Supplementary examinations.	Advertising and Promotions L4 Applied Accounting L2 Architectural Graphics and Technology L4 Paper 2 Business Practice L2 and L4 Client Services and Human Relations L4 Computer Programming L4 Paper 1 and 2 Construction Planning L4 Contact Centre Operations L4 Drawing Office Procedures and Techniques L4 Paper 1 Electrical Principles and Practice L3 Electronic Control and Digital Electronics L4 English FAL L4 Paper 1 and 2 Financial Management L4 Life Orientation L2 Paper 1 Life Orientation L4 Paper 2 Marketing Communication L4 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 1 and 2 Mathematical Literacy L4 Paper 1 Mathematics L2 and L4 Paper 2 New Venture Creation L4 Office Data Processing L4 Refrigeration and Air Conditioning Processes L4 Transport Operations L2 and L4 Wholesale and Retail L4
<b>Relevance and clarity of questions</b>	a. In five (3%) question papers some of the questions did not relate to what is pertinent in the subject, a decrease of 3% from the 2019 Supplementary examinations.	Business Practice L2 Data Communication and Networking L4 Life Orientation L2 Paper 1 Mathematical Literacy L3 Paper 1 Roads L2
	b. In 26 (17%) question papers, some of the questions did not provide clear instructional key words/ verbs, an increase of 1% from the 2019 Supplementary examinations.	Advertising and Promotions L4 Community Oriented Primary Care L4 Contact Centre Operations L4 Criminology L4 Drawing Office Procedures and Techniques L4 Paper 1 Electrical Systems and Construction L4 English FAL L3 Paper 1 English FAL L4 Paper 1 and 2 Financial Management L4 Governance L3 Hospitality Generics L4 Human and Social Development L2 and L4 Life Orientation L3 and L4 Paper 2 Marketing Communication L4 Mathematical Literacy L2 Paper 1 and 2 New Venture Creation L4 Office Data Processing L4 Principles of Computer Programming L3 Paper 1 Refrigeration and Air Conditioning Processes L4 Roads L2 and L4 Systems Analysis and Design L4

Criteria	Findings and challenges	Subjects implicated
<b>Relevance and clarity of questions</b>	c. In 30 (20%) question papers, some of the questions did not contain sufficient information to elicit an appropriate response, an increase of 2% from the 2019 Supplementary examinations.	Advertising and Promotions L4 Afrikaans FAL L4 Paper 2 Applied Engineering Technology L4 Automotive Repair and Maintenance L4 Community Oriented Primary Care L4 Computer Programming L4 Paper 1 Contact Centre Operations L4 Drawing Office Procedures and Techniques L4 Paper 1 Engineering Graphics and Design L3 Paper 2 English FAL L2 Paper 1 English FAL L4 Paper 1 and 2 Financial Management L4 Human and Social Development L2 and L4 Life Orientation L2 Paper 1 Marketing Communication L4 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 1 Mechatronic Systems L4 Office Data Processing L4 Physical Science L2 Paper 1 and 2 Principles of Computer Programming L3 Paper 1 Refrigeration and Air Conditioning Processes L4 Roads L2 and L4 Transport Operations L2 and L4 Welding L4
	d. Twenty-three (15%) question papers contained factual errors or misleading information, the same as the 2019 Supplementary examinations.	Advanced Plant Production L4 Advertising and Promotions L4 Applied Engineering Technology L4 Computer Programming L4 Paper 1 Consumer Behaviour L4 Criminology L4 Electrical Principles and Practice L3 Engineering Graphics and Design L3 Paper 1 English FAL L2 Paper 2 English FAL L4 Paper 1 Financial Management L4 Governance L3 Human and Social Development L2 Life Orientation L4 Paper 1 Mathematical Literacy L2 Paper 1 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 1 Operations Management L4 Physical Science L2 Paper 1 Plumbing L4 Principles of Computer Programming L3 Paper 1 Process Chemistry L4 Roads L2

Criteria	Findings and challenges	Subjects implicated
<b>Relevance and clarity of questions</b>	e. The multiple-choice questions in nine (6%) question papers were poorly formulated. The options were provided as possible answers:	
	I. did not follow grammatically from the stem in two (1%) question papers.	Client Services and Human Relations L3 Life Orientation L2 Paper 1
	II. contain logical cues that made one of the options an obvious choice in seven (5%) of the question papers.	Business Practice L2 Client Services and Human Relations L3 Hospitality Services L4 Life Orientation L2 Paper 1 Management Practice L2 and L4 Sustainable Tourism in SA L2
<b>Criteria 5: Cognitive skills</b>		
<b>Distribution of cognitive levels</b>	a. Thirty-five (23%) question papers showed an inappropriate distribution of marks across cognitive level, same as the 2019 Supplementary examinations.	Advertising and Promotions L4 Animal Production L4 Business Practice L2 and L4 Carpentry and Roof Work L4 Client Service and Human Relations L3 Community Oriented Primary Care L3 Construction Planning L4 Drawing Office Procedures and Techniques L4 Paper 1 Electrical Principles and Practice L3 Engineering Fabrication Boiler Making L4 Engineering Processes L4 English FAL L3 and L4 Paper 1 Hospitality Generics L4 Life Orientation L2 and L4 Paper 1 Marketing Communication L4 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L3 Paper 1 Mathematics L4 Paper 2 Multimedia Service L4 New Venture Creation L4 Office Practice L4 Principles of Computer Programming L3 Paper 1 Process Chemistry L4 Roads L2 and L4 Sustainable Tourism in SA and International Travel L4 The Human Body and Mind L4 Transport Operations L2 and L4 Transport Operations L4 Wholesale and Retail L4

Criteria	Findings and challenges	Subjects implicated
<b>Distribution of cognitive levels</b>	b. In 23 (15%) question papers, some of the questions did not match the cognitive level instruction; for example, if it says analyse, the answer in fact did not show an analysis.	Advertising and Promotions L4 Animal Production L4 Business Practice L2 and L4 Business Practice L4 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 Electronics L2 Engineering Processes L4 English FAL L4 Paper 1 Financial Management L4 Hospitality Services L4 Life Orientation L4 Paper 1 Marketing Communication L4 Mathematical Literacy L3 Paper 1 Multimedia Service L4 New Venture Creation L4 Principles of Computer Programming L3 Paper 1 and 2 Roads L2 and L4 Systems Analysis and Design L4 Wholesale and Retail L4
<b>Assessment of latest developments in field</b>	In 15 (10%) question papers, some questions were not representative of the latest developments in this knowledge field, a decrease of 2% from the 2019 Supplementary examinations.	Applied Accounting L4 Paper 1 Business Practice L2 and L4 Computer Programming L4 Paper 1 and 2 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 Electrical Principles and Practice L3 English FAL L4 Paper 1 and 2 Hospitality Generics L4 Life Orientation L2 Paper 1 Physical Science L4 Paper 1 Process Chemistry L4 The Human Body and Mind L4
<b>Criteria 6: Marking guidelines</b>		
<b>Accuracy of marking guidelines</b>	Some of the answers in 55 (37%) marking guidelines were incomplete/incorrect/inaccurate, an increase of 1% from the 2019 Supplementary examinations.	Advanced Plant Production L4 Afrikaans FAL L4 Paper 1 and 2 Animal Production L2 Applied Accounting L2 Client Services and Human Relations L3 Community Oriented Primary Care L4 Computer Programming L4 Paper 1 and 2 Criminology L4 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 2 Electrical Principles and Practice L3 Engineering Graphics and Design L3 Paper 1 and 2 English FAL L2 Paper 2 English FAL L3 and L4 Paper 1 Financial Management L4 Hospitality Generics L4 Human and Social Development L2 and L4

Criteria	Findings and challenges	Subjects implicated
<b>Accuracy of marking guidelines</b>		Learning Psychology L4 Life Orientation L2 Paper 1 Life Orientation L4 Paper 1 and 2 Marketing Communication L4 Mathematical Literacy L2 and L4 Paper 1 and 2 Mathematical Literacy L3 Paper 2 Mathematics L2 and L3 Paper 1 and 2 Advanced Plant Production L4 Afrikaans FAL L4 Paper 1 and 2 Animal Production L2 Applied Accounting L2 Client Services and Human Relations L3 Community Oriented Primary Care L4 Computer Programming L4 Paper 1 and 2 Criminology L4 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 2 Electrical Principles and Practice L3 Engineering Graphics and Design L3 Paper 1 and 2 English FAL L2 Paper 2 English FAL L3 and L4 Paper 1 Financial Management L4 Hospitality Generics L4 Human and Social Development L2 and L4 Learning Psychology L4 Life Orientation L2 Paper 1 Life Orientation L4 Paper 1 and 2 Marketing Communication L4 Mathematical Literacy L2 and L4 Paper 1 and 2 Mathematical Literacy L3 Paper 2 Mathematics L2 and L3 Paper 1 and 2 Mechanical Draughting and Technology L4 Paper 1 and 2 New Venture Creation L4 Office Practice L4 Physical Science L2 Paper 1 and 2 Principles of Computer Programming L3 Paper 1 Professional Engineering Practice L4 Project Management L4 Pulp and Papermaking Technology L4 Roads L2 and L4 Science of Tourism L4 Sustainable Tourism in SA L2 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4 Welding L4

Criteria	Findings and challenges	Subjects implicated
<b>Mark allocations on marking guidelines</b>	a. In nine (6%) question papers, the mark allocation on the marking guidelines did not correspond with the mark allocation on the question papers, a decrease of 2% from the 2019 Supplementary examinations.	Afrikaans FAL L4 Paper 2 Applied Accounting L2 English FAL L4 Paper 2 Governance L4 Marketing Communication L4 Mechanical Draughting and Technology L4 Paper 2 Office Data Processing L4 Project Management L4 Roads L2
	b. In 21 (14%) marking guidelines, there were errors in mark allocations and/or the mark allocations were incomplete, an increase of 1% from the 2019 Supplementary examinations.	Construction Planning L4 Criminology L4 Drawing Office Procedures and Techniques L4 Paper 2 Electrical Principles and Practice L3 English FAL L4 Paper 2 Governance L3 Life Orientation L2 Paper 2 Life Orientation L4 Paper 1 and 2 Mathematics L2 Paper 2 Mathematics L4 Paper 1 and 2 Mechanical Draughting and Technology L4 Paper 2 Multimedia Service L4 New Venture Creation L4 Principles of Computer Programming L3 Paper 1 Process Chemistry L4 Professional Engineering Practice L4 Pulp and Papermaking Technology L4 Refrigeration and Air Conditioning Processes L4 Roads L4
<b>Criteria 7: Language and bias</b>		
<b>Language register</b>	In 93% of question papers the language was pitched at the appropriate level, same as the 2019 Supplementary examinations.	
<b>Subject terminology</b>	Subject terminology or data was not always used correctly in 12 (8%) question papers, an increase of 1% from the 2019 Supplementary examinations.	Architectural Graphics and Technology L4 Paper 2 Computer Programming L4 Paper 1 Construction Supervision L4 Data Communication and Networking L4 Electronic Control and Digital Electronics L4 Governance L4 Life Orientation L4 Paper 2 Mechanical Draughting and Technology L4 Paper 2 Plumbing L4 Principles of Computer Programming L3 Paper 1 Roads L2 Stored Programme Systems L4

Criteria	Findings and challenges	Subjects implicated
<b>Grammar</b>	a. There were grammatical errors in 36 (24%) question papers, a decrease of 2% from the 2019 Supplementary examinations.	Automotive Repair and Maintenance L4 Client Services and Human Relations L3 Computer Programming L4 Paper 1 and 2 Contact Centre Operations L4 Criminology L4 Data Communication and Networking L4 Early Childhood Development L4 Automotive Repair and Maintenance L4 Client Services and Human Relations L3 Computer Programming L4 Paper 1 and 2 Contact Centre Operations L4 Criminology L4 Data Communication and Networking L4 Early Childhood Development L4 Electrical Workmanship L4 Electronics L2 Electrotechnology L4 English FAL L3 and L4 Paper 1 and 2 Financial Management L4 Hospitality Generics L4 Life Orientation L2 Paper 2 Marketing Communication L4 Mathematical Literacy L2 and L4 Paper 1 and 2 Mathematical Literacy L3 Paper 1 Mechanical Draughting and Technology L4 Paper 2 Mechatronic Systems L3 Multimedia Service L4 New Venture Creation L4 Office Data Processing L4 Physical Science L2 Paper 1 Plumbing L4 Process Chemistry L4 Roads L2 Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4
<b>Grammar</b>	b. The language in the marking guidelines contained grammatical errors in 14 (9%) question papers, same as the 2019 Supplementary examinations.	Data Communication and Networking L4 Early Childhood Development L4 Electronics L2 English FAL L3 Paper 2 English FAL L4 Paper 1 and 2 Financial Management L4 Marketing Communication L4 Mathematics L2 Paper 1 Mechatronic Systems L3 Office Data Processing L4 Principles of Computer Programming L3 Paper 1 Process Control L4 Roads L2

Criteria	Findings and challenges	Subjects implicated
<b>Bias</b>	In 5 (3%) question papers there was evidence of bias, same as the 2019 Supplementary examinations.	
	<i>Bias in terms of the following issues:</i>	
	a. Gender	Construction Planning L4 Life Orientation L4 Paper 1
	b. Political	English FAL L4 Paper 1
	c. Culture, gender, race and stereotyping	Office Data Processing L4
	d. Regional and ethnicity	Principles of Criminal Justice L2
<b>Criteria 8: Predictability</b>		
<b>Repetition of questions from previous question papers</b>	a. Sixteen (11%) question papers contained questions that could have been easily spotted or predicted, a decrease of 6% from the 2019 Supplementary examinations.	Business Practice L2 and L4 Client Services and Human Relations L3 Computer Programming L4 Paper 1 and 2 Electrical Principles and Practice L4 English FAL L4 Paper 2 Life Orientation L3 Paper 1 Marketing Communication L4 Mathematical Literacy L2 Paper 1 and 2 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 2 Roads L2 and L4 Wholesale and Retail L4
	b. Eight (5%) question papers contained a question(s) taken verbatim from past question papers, a decrease of 5% from the 2019 Supplementary examinations.	Business Practice L4 Civil and Structural Steel Work Detailing L4 Paper 1 Construction Planning L4 Electrical Principles and Practice L3 Physical Science L4 Paper 1 Pulp and Papermaking Technology L4 Roads L2 and L4
<b>Degree of Originality</b>	Fourteen (9%) question papers did not contain an appropriate degree of originality, a decrease of 9% from the 2019 Supplementary examinations.	Business Practice L2 and L4 Computer Programming L4 Paper 1 and 2 Contact Centre Operations L4 English FAL L4 Paper 2 Life Orientation L2 Paper 1 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 2 Office Practice L4 Physical Science L4 Paper 1 Principles of Computer Programming L3 Paper 1 Roads L2 and L4

Criteria	Findings and challenges	Subjects implicated
<b>Criteria 9: Overall impression</b>		
<b>Standard of question papers</b>	a. Twenty-two (15%) question papers did not satisfy requirements of the current policy/guideline documents, an increase of 2% from the 2019 Supplementary examinations.	Animal Production L4 Business Practice L2 Drawing Office Procedures and Techniques L4 Paper 2 Engineering Fabrication Boiler Making L4 Engineering Processes L4 Financial Management L4 Hospitality Generics L4 Hospitality Services L2 Life Orientation L2 Paper 1 Marketing Communication L4 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 1 and 2 Mathematics L2 Paper 1 and 2 New Venture Creation L4 Principles of Computer Programming L3 Paper 1 and 2 Roads L2 and L4 Transport Operations L2 and L4
	b. In 9 (6%) cases, question papers did not adequately assess the outcomes of the curriculum/syllabus, a decrease of 1% from the 2019 Supplementary examinations.	Business Practice L2 and L4 Data Communication and Networking L4 Drawing Office Procedures and Techniques L4 Paper 1 Life Orientation L2 Paper 1 Mathematical Literacy L3 Paper 1 Principles of Computer Programming L3 Paper 1 and 2 Sustainable Tourism in SA L2
<b>Standard of question papers</b>	c. The assessment of skills, knowledge, attitudes, values and reasoning was not balanced in 26 (17%) question papers, an increase of 2% from the 2019 Supplementary examinations.	Advertising and Promotions L4 Animal Production L2 and L4 Business Practice L2 and L4 Carpentry and Roof Work L4 Computer Programming L4 Paper 1 and 2 Contact Centre Operations L4 Drawing Office Procedures and Techniques L4 Paper 1 Engineering Fabrication Boiler Making L4 English FAL L3 Paper 1 English FAL L4 Paper 1 and 2 Hospitality Generics L4 Life Orientation L2 Paper 1 Marketing Communication L4 Mathematical Literacy L2 Paper 2 Multimedia Service L4 Office Practice L4 Plant Production L3 Principles of Computer Programming L3 Paper 1 Roads L2 and L4 Transport Operations L2 Wholesale and Retail L4

## 1.4 Areas of Improvement

During the initial external moderation of question papers, the following areas of improvement were noted:

- a. Seventy-five percent of internal moderators' reports were of appropriate standard, an improvement of 8% (from 67% to 75%) as compared to the 2019 Supplementary examinations;
- b. Eighty-nine percent of question papers contained questions representative of the latest developments in the subject, citing an increase of 3% from the 2019 Supplementary examinations;
- c. Ninety-seven percent of question papers related to what is pertinent in the subject, an increase of 3% from the 94% of the previous examination period;
- d. Ninety percent of question papers contained questions that were representative of the latest developments in the subject, an increase of 2% (from 88% to 90%) as compared to the 2019 Supplementary examinations;
- e. Ninety-one percent of marking guidelines contained answers which corresponded with the questions in the question papers, an improvement of 1% from the 2019 Supplementary examinations;
- f. Seventy-six percent of question papers were free from grammatical errors, noting an improvement of 2% from the 2019 Supplementary examinations;
- g. Eighty-four percent of question papers did not contain questions similar to those asked in the recent past, an improvement of 5% from the 79% of the 2019 Supplementary examinations.
- h. Ninety-one percent of question papers showed some degree of originality, an improvement of 9% from the 2019 Supplementary examinations;
- i. Eighty-three percent of papers showed a balance in the assessment of skills, knowledge, attitudes, values and reasoning, an increase of 2% from the previous examination period; and
- j. Overall, 85% of question papers moderated by Umalusi were considered of an acceptable standard, an improvement of 3% from the 2019 Supplementary examinations.

## 1.5 Areas of Non-compliance

Whilst the external moderators' reports revealed many areas of compliance and improvement, some areas of non-compliance that could compromise the examinations, were also identified.

### 1.5.1 Question papers with gross non-compliance include:

- a. Those which did not adhere to the requirements of the SAG; and/or had substantial conceptual flaws and/or contained a significant percentage of questions from past papers. This made up 4% of the question papers moderated by Umalusi, which required resetting; and
- b. Those which were conditionally approved but required significant reworking to bring it to an acceptable standard.

### 1.5.2 Technical aspects

- a. Forty-six percent of the question papers and marking guidelines did not meet one or more of the technical requirements, an increase of 6% from the 2019 Supplementary examinations;
- b. In 17% of the papers, the quality of illustrations, graphs, tables, etc. was poor and not print ready, an increase of 2% from the 2019 Supplementary examinations; and
- c. Nine percent of the papers did not adhere to the format requirements in the SAG, same as the 2019 Supplementary examinations.

### 1.5.3 Internal moderation

- a. Internal moderator's reports for 3% of the question papers were not received by Umalusi (an increase of 1% from the 2019 Supplementary examinations);
- b. In 13% of question papers, the internal moderator's report did not match the question paper, an increase of 3% from the previous examination period;
- c. In 27% of the internal moderators' reports, the assessment grid accompanying the Internal Moderator's report did not correspond with the question paper; was not provided at all or an incomplete assessment grid was provided, an increase of 4% from the 2019 Supplementary examinations;
- d. The internal moderator's reports in 19% of the question papers were not adequately completed (an increase of 3% from the previous examination period); and
- e. Twenty-five percent of the internal moderator's reports were not of appropriate standard.

### 1.5.4 Content coverage

- a. In 18% of the question papers, learning outcomes and assessment standards were not covered as stipulated in the policy and guideline documents; and
- b. Some of the questions in 11% of the question papers, were not representative of the latest developments in the subject.

### 1.5.5 Cognitive levels

- a. Twenty-three percent of the question papers showed an inappropriate distribution of marks across cognitive levels, same as the previous examination period; and
- b. In 15% of papers, some of the questions did not match the cognitive level instruction; for example, if it says analyse, the answer in fact shows analysis.

### 1.5.6 Quality of questions

- a. Seven percent of question papers did not cover a wide variety of question types, an increase of 3% from the 2019 Supplementary examinations;
- b. In 21% of question papers, there was no correlation between mark allocation, level of difficulty and time allocation for some of the questions, an increase of 4% from 2019 Supplementary examinations;
- c. In 20% of the papers, the questions did not contain sufficient information to elicit an appropriate response, an increase of 2% as compared to the 2019 Supplementary examinations; and
- d. Some of the questions in 17% of question papers, did not provide clear instructional key words/ verbs, an increase of 1%.

### 1.5.7 Marking guidelines

- a. Some of the answers in 9% of the marking guidelines did not correspond with the question papers, while some of the answers in 37% of the marking guidelines were incorrect/inaccurate/incomplete; a parallel increase of 1% from the 2019 Supplementary examinations;
- b. In 6% of question papers, the mark allocation on the marking guidelines did not correspond with the mark allocation on the question papers; and
- c. The mark allocations in 14% of the marking guidelines, were incorrect/incomplete.

### 1.5.8 Language and bias

- a. The language register was not appropriate to the level of the candidate in 7% of the question papers, same as the previous examination period;
- b. Subject terminology or data was not always used correctly in 8% of the question papers;
- c. There were grammatical errors in 24% of question papers and 9% of marking guidelines; and
- d. In 3% of question papers there was evidence of bias, same as the 2019 Supplementary examinations.

### 1.5.9 Predictability

- a. Eleven percent of question papers contained questions that could have been easily spotted or predicted, whilst 5% of question papers contained a question(s) taken verbatim from past question papers; and
- b. Nine percent of question papers did not contain an appropriate degree of originality.

## 1.6 Directives for Compliance and Improvement

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

- a. Question papers submitted to Umalusi meet all of the prescribed requirements as set out in the moderation instrument;
- b. Question papers presented for external moderation are accompanied by relevant supporting documents;
- c. Illustrations, graphs, tables and visuals in the question papers are of good quality and print ready;
- d. Internal moderation is conducted thoroughly, with the aim of improving the quality and standard of question papers;
- e. Marking guidelines are comprehensive and error free, and the allocation of marks within questions are clearly indicated;
- f. Question papers adequately cover the learning outcomes and the assessment standards as prescribed in the policy and guideline documents;
- g. Questions are carefully formulated to elicit the desired response;
- h. Examiners refrain from using similar questions to that of past papers and that more innovative questions are included to enhance quality; and
- i. Question papers include the latest developments in the subject and integrates new teaching techniques in the subject field.

## 1.7 Conclusion

Overall, 85% of the question papers moderated by Umalusi were considered to be of an acceptable standard at first moderation; noting a slight improvement of 3% from the 2019 Supplementary examinations. Poor quality questions have been recurrent in this examination and remains an area of concern. The quality and standard of question papers can be improved if there is a greater focus on the formulation of questions. Other areas that require compliance and/or improvement include marking guidelines, assessment grids and internal moderators' reports.

Despite the challenges experienced, the external moderation of the sampled question papers was concluded successfully and all approved questions papers were fully compliant.

# CHAPTER 2 MONITORING OF THE WRITING OF EXAMINATIONS

## 2.1 Introduction

Umalusi monitored the writing of the National Certificate (Vocational) [NC(V)] supplementary examinations conducted by the Department of Higher Education (DHET) which commenced on 17 February 2020.

The purpose of this exercise was to verify compliance by (DHET) to policies regarding conduct, administration and management of the examinations. This chapter reports on the findings, from the monitoring of a sample of 15 examination centres. It also acknowledges areas of improvement and good practices, areas of non-compliance and suggests directives for improvement and compliance.

## 2.2 Scope and Approach

A sample of 15 examination centres were monitored and comprised of a selection of campuses from nine provinces. The reports were compiled from data collected at centres that were monitored--through verifications, observations and interviews. The details of examination centres monitored are provided in Table 2A.

**Table 2A: Examination centres monitored during the writing of examinations**

No.	Name of college and type	Site/ Campus	Province	Subject/ Instructional offering	Date	No. of candidates registered	No. wrote
1.	College of Cape Town Public	City	Western Cape	English First Additional Language L2 Paper 1	04/03/2020	21	12
2.	Elangeni Public	Pinetown	Kwa-Zulu Natal	Life Orientation L2 Paper 1	28/02/2020	3	3
3.	Esayidi Public	Gamalakhe	Kwa-Zulu Natal	Life Orientation L2 Paper 1	28/02/2020	13	13
4.	Gert Sibande Public	Evander	Mpumalanga	Mathematical Literacy L4 Paper 1 and Mathematics L4 Paper 1	21/02/2020	4	4
5.	Gert Sibande Public	Sibaneseftu	Mpumalanga	Life Orientation L2 Paper 1	28/02/2020	2	2

No.	Name of college and type	Site/ Campus	Province	Subject/ Instructional offering	Date	No. of candidates registered	No. wrote
6.	Goldfields Public	Tosa	Free State	Introduction to Systems Development L2 Paper 1	11/03/2020	26	14
7.	Lazarus Nhlapo Public	Lazarus Nhlapo	Gauteng	English First Additional Language L2 Paper 1	04/03/2020	260	7
8.	Majuba Public	Majuba Technology Centre	Kwa-Zulu Natal	Mathematics L2 Paper 2	25/02/2020	35	22
9.	Northern Cape Urban Public	City	Northern Cape	English First Additional Language L2 Paper 1	04/03/2020	2	2
10.	Orbit Public	Mankwe	North West	Life Orientation L4 Paper 1	28/02/2020	6	2
11.	Port Elizabeth Public	Russel Road	Eastern Cape	Mathematical Literacy L2 Paper 2	25/02/2020	2	1
12.	Sedibeng Public	Sebokeng	Gauteng	English First Additional Language L2 Paper 1	04/03/2020	7	5
13.	South West Gauteng Public	George Tabor	Gauteng	Life Orientation L2 Paper 1	28/02/2020	9	7
14.	South West Gauteng Public	Dobsonville	Gauteng	Life Orientation L2 Paper 1	28/02/2020	10	5
15.	Vhembe Public	Techniven (Makwarela)	Limpopo	English First Additional Language L2 Paper 1	04/03/2020	14	13

### 2.3 Summary of Findings

Table 2B below indicates the general findings as gathered across the 15 centres monitored; of which 13 were monitored by Umalusi appointed monitors and two by Umalusi full-time staff.

**Table 2B: Findings at sites monitored**

Criteria	Findings/Challenges	Centres/sites
<b>Preparation for the examination</b>	At 10 (67%) examination centres, all protocols relating to the preparation of examinations were adhered to. a. All candidates were registered; b. There was adequate room space and appropriate furniture available; c. The strong rooms were verified and found to be compliant; and d. Question papers were either collected from a nodal point or delivered to the centre by a courier company.	<ol style="list-style-type: none"> <li>1. City Campus (Western Cape)</li> <li>2. Dobsonville Campus</li> <li>3. Evander Campus</li> <li>4. Gamalakhe Campus</li> <li>5. George Tabor Campus</li> <li>6. Mankwe Campus</li> <li>7. Pinetown Campus</li> <li>8. Sebokeng Campus</li> <li>9. Sibanesefu Campus</li> <li>10. Techniven (Makwarela)</li> <li>11. Campus</li> </ol>
	Some of the examination centres did not adhere to certain protocols.	
	a. Candidates were seated less than one metre apart, contrary to examination instructions which stipulate that candidates must be seated one metre apart.	<ol style="list-style-type: none"> <li>1. City Campus (Northern Cape)</li> <li>2. Majuba Technology Centre Campus</li> </ol>
	b. Noise from street traffic (which the centre has no control over) presented a problem.	<ol style="list-style-type: none"> <li>1. Russel Road Campus</li> </ol>
	c. There was no invigilation timetable.	<ol style="list-style-type: none"> <li>1. Lazarus Nhlapo Campus</li> <li>2. Tosa Campus</li> </ol>
<b>Invigilators and their training</b>	All centres, with the exception of one, had supporting evidence to authenticate the appointment and training of chief invigilators and invigilators. a. Monitors verified the appointment letters of the chief invigilators. b. The training and dates with supporting evidence of the training of chief invigilators were checked. c. The invigilator's appointment letters and training were also verified.	<ol style="list-style-type: none"> <li>1. City Campus (Northern Cape)</li> <li>2. Dobsonville Campus</li> <li>3. Evander Campus</li> <li>4. Gamalakhe Campus</li> <li>1. George Tabor Campus</li> <li>2. Lazarus Nhlapo</li> <li>3. Majuba Technology Centre Campus</li> <li>4. Mankwe Campus</li> <li>5. Pinetown Campus</li> <li>6. Russel Road Campus</li> <li>7. Sebokeng Campus</li> <li>8. Sibanesefu Campus</li> <li>9. Techniven (Makwarela) Campus.</li> <li>10. Tosa Campus</li> </ol>
	No record of letter of delegation from Campus Head to the Chief Invigilator available and there no record was found that the Chief Invigilator was trained.	<ol style="list-style-type: none"> <li>1. City Campus (Western Cape)</li> </ol>

Criteria	Findings/Challenges	Centres/sites
<b>Preparations for writing of examinations</b>	<p>At 12 (80%) examination centres, preparations for the writing session were in place and standard procedures were adhered to.</p> <p>a. All admission letters and students' identification cards were checked at the door;</p> <p>b. Invigilators were vigilant at all times.</p> <p>c. Seating plans were available;</p> <p>d. All cell phones were switched off, collected and placed in front of the class;</p> <p>e. No candidates were granted special concessions; and</p> <p>f. All examination files were verified and found to be correct.</p> <p>At 3 (20%) examination centres, the basic documents required for the examination session were not available.</p>	<ol style="list-style-type: none"> <li>1. City Campus (Western Cape)</li> <li>2. Dobsonville Campus</li> <li>3. Evander Campus</li> <li>4. Gamalakhe Campus</li> <li>5. George Tabor Campus</li> <li>6. Majuba Technology Centre Campus</li> <li>7. Mankwe Campus</li> <li>8. Pinetown Campus</li> <li>9. Russel Road Campus</li> <li>10. Sebokeng Campus</li> <li>11. Sibanesefu Campus</li> <li>12. Techniven (Makwarela) Campus.</li> </ol>
	<b>Time management</b>	<p>No invigilation timetables, relief timetables and signed attendance registers were available.</p> <p>No seating plan was available.</p> <p>The chief invigilators/invigilators at most centres, with the exception of two examination centres; handled all relevant administrative matters competently and timeously during the writing session.</p> <p>a. All invigilators arrived timeously at the examination venue;</p> <p>b. All candidates signed the attendance register;</p> <p>c. The question papers were distributed on time;</p> <p>d. The ten minutes reading time was granted; and</p> <p>e. The examination started and ended on time.</p> <p>The invigilator did not announce the reading time.</p> <p>The examination started 5 minutes later.</p>

Criteria	Findings/Challenges	Centres/sites
<b>Activities during writing</b>	All, except two centres observed examination session protocols. 1. No candidate was allowed to go to the bathroom without an escort; 2. There were no unauthorised personnel in the examination room; and 3. Invigilators were always vigilant and focused.	1. City Campus (Northern Cape) 2. City Campus (Western Cape) 3. Evander Campus 4. Gamalakhe Campus 5. George Tabor Campus 6. Lazarus Nhlapo 7. Majuba Technology Centre Campus 8. Mankwe Campus 9. Pinetown Campus 10. Russel Road Campus 11. Sebokeng Campus 12. Sibanesefu Campus 13. Tosa Campus
	The invigilator attempted to control the noise levels outside the examination venue by requesting students in close proximity to the venue to move away.	1. Dobsonville Campus
	A candidate was found with a note, but when approached by the invigilator he/she chewed the piece of paper and swallowed it. The matter was referred to the irregularity committee.	1. Techniven (Makwarela) Campus
<b>Packaging and transmission of scripts after writing</b>	At all examination centres, the packaging and transmission of scripts (after the examination session) was done according to standard procedures. a. The answer scripts were collected and arranged in mark sheet order; b. All scripts at all centres corresponded with the number of candidates that wrote the examinations; c. The scripts were sealed in the official satchels provided by the assessment body; and d. Scripts were either transported by the chief invigilator to the respective nodal point or placed in the strong room to be collected by the courier company.	All 15 examination centres monitored by Umalusi
<b>Monitoring by the Assessment Body</b>	There was no evidence of monitoring by the assessment body at the time of Umalusi visits.	All 15 examination centres monitored by Umalusi

Criteria	Findings/Challenges	Centres/sites
<b>Incidents during conduct of examinations</b>	Most of the centres monitored by Umalusi had no reported incidents during the examination session, except for one centre--where the candidate was allowed to enter the examination venue late (at 09:45) and no records of the incident was kept, contravening Memorandum TE01 of 2020 guidelines.	1. City Campus (Western Cape)

## 2.4 Areas of Improvement

All stakeholders contributed positively to raise the standard of the conduct of examinations. The following areas of compliance were observed:

- a. The examination venues were well prepared and orderly;
- b. Candidates who wrote the examinations were all registered; and
- c. Packaging and transmission of scripts after the writing session was done according to standard procedures.

## 2.5 Areas of Non-compliance

The following areas of non-compliance were observed:

- a. It is evident that certain centres were conducting examinations without the invigilation and relief timetables;
- b. In one centre, there was no record/evidence available that the chief invigilator was trained; and
- c. In some centres, candidates were seated less than one metre apart, contrary to examination instructions which stipulate that candidates must be seated one metre apart.

## 2.6 Directives for compliance and improvement

The DHET must ensure that:

- a. There is authenticity in the state of readiness reports submitted by the examination centres; and
- b. All chief invigilators are appointed in writing and trained, before each and every examination cycle.

## 2.7 Conclusion

The conduct of supplementary examinations should be given the same level of attention as any other examination conducted by the DHET; despite the small number of candidates sitting for that examination. The conduct and the integrity of the examinations were not compromised in any way. All stakeholders contributed towards upholding the credibility of the examination process.

# CHAPTER 3 MARKING GUIDELINE DISCUSSION AND VERIFICATION OF MARKING

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## 3.1 Introduction and Purpose

The Department of Higher Education and Training (DHET), as the assessment body for the National Certificate (Vocational) [NC(V)] examinations; is responsible for the logistics and oversight of the marking process for the NC(V) examinations. The marking guideline discussion, the culmination of the marking guideline; and the marking of scripts are key elements of the marking process.

External verification of marking by Umalusi serves to monitor the marking process in order to ensure that it is conducted according to agreed and established practices and standards, and that the marking is consistent, fair and accurate.

The marking of the NC(V) Level 2 and Level 3 examination scripts was conducted internally at various college/campus examination sites. Lecturers responsible for teaching the subjects, were tasked to mark.

Marking guideline discussions and marking for NC(V) Level 4 were conducted at Asherville Campus of Thekwini TVET College and Springs Campus of Ekurhuleni East TVET College.

The DHET appointed internal moderators, chief markers and markers from the public TVET college staff cohort for the marking of the NC(V) Level 4 subjects.

The purpose of this chapter is to report on:

- a. The reliability and viability of the systems, processes and procedures as planned and implemented at the marking centres;
- b. The standard and quality of the marking and internal moderation;
- c. The performance of students;
- d. Identification of areas of compliance and non-compliance; and
- e. Directives for compliance.

## 3.2 Scope and Approach

Umalusi verified the marking of a sample of scripts in eight subjects (with Life Orientation having two papers) for the NC(V) L4 Supplementary 2020 examinations.

Umalusi deployed three moderators to verify the marking of a sample of NC(V) Level 4 scripts in two fundamental subjects (including Life Orientation having two papers) at Asherville marking centre and four moderators to verify the marking of a sample of NC(V) Level 4 scripts in four subjects at Springs marking centre. A sample of scripts in the two fundamental subjects was copied and sent to the moderators to conduct off-site verification of marking at their respective homes. These two subjects, being part of the fundamental programme needed to be included in the sample of the verification of marking.

The off-site marking model was chosen due to the decision taken at the time of the outbreak of Covid-19 that no travelling for any of the quality assurance of assessment processes of Umalusi would

be allowed. The original target was to verify the marking of scripts for 10 question papers however, a limited number was verified as a result of challenges presented by the COVID-19 restrictions on travel and the marking centres only being able to make copies of a limited number of scripts for off-site verification by external moderators.

Table 3A indicates the NC(V) Level 4 sample of subjects (specifying the paper number where a subject had two question papers) included in the verification of marking.

**Table 3A: NC(V) Level 4 subjects (indicating the paper number where a subject had two question papers) included in the verification of marking**

Number	Subject
1.	English First Additional Language (FAL) L4 Paper 1
2.	Life Orientation L4 Paper 1
3.	Life Orientation L4 Paper 2
4.	Management Practice L4
5.	Marketing Communication L4
6.	Mathematical Literacy L4 Paper 2
7.	Mathematics L4 Paper 1
8.	Operations Management L4
9.	Systems Analysis and Design L4

Umalusi aimed to include scripts from as many provinces and examination centres as possible in its verification sample.

The reasons for not including scripts from all nine provinces included the following:

- a. Only a small number of candidates enrolled for the Supplementary examinations compared to the November examinations; and
- b. The late submission/arrival of scripts at the marking centres.

Table 3B provides information on the subjects (indicating the paper number where a subject had two question papers), and the number of provinces and centres included in the Umalusi verification sample.

**Table 3B: NC(V) Verification of marking Level 4: question papers, number of provinces and number of centres**

NC(V) Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North west
English FAL L4 Paper 1	4	-	-	-	-	-	2	5	5	5
Life Orientation L4 Paper 1	4	4	-	2	1	2	-	-	-	-
Life Orientation L4 Paper 2	4	3	-	3	5	4	-	-	-	-
Management Practice L4	6	1	-	-	1	-	3	1	2	2
Marketing Communication L4	5	-	-	1	6	-	1	3	1	-
Mathematical Literacy L4 Paper 2	4	-	-	-	-	-	3	3	4	4
Mathematics L4 Paper 1	4	4	-	2	6	6	-	-	-	-
Operations Management L4	7	1	-	-	2	1	1	1	2	2
System Analysis and Design L4	8	1	-	2	2	2	2	4	3	2

### 3.3 Summary of Findings

The findings of NC(V) Level 4 verification of marking of the eight subjects (indicating the paper number where a subject had two question papers) included in the moderation sample, are summarised in Table 3C.

**Table 3C: Findings of verification of marking NC(V) Level 4**

Criteria	Findings	Subjects
<b>Adherence to marking guidelines</b>	In six of the nine question papers 67%, there was good adherence to marking guidelines by markers (a decrease of 8% from 2019 Supplementary examinations).	Life Orientation L4 Paper 1 Marketing Communication L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Operations Management L4 System Analysis and Design L4
	In the remaining three question papers, adherence to the marking guidelines was rated as average.	English FAL L4 Paper 1 Life Orientation L4 Paper 2 Management Practice L4
<b>Standard of marking/ performance of markers</b>	The standard of marking was rated as good in six of the nine question papers 67% (an increase of 17% from 2019 Supplementary examinations).	Life Orientation L4 Paper 1 Marketing Communication L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Operations Management L4 System Analysis and Design L4

Criteria	Findings	Subjects
<b>Standard of marking/ performance of markers</b>	In the remaining three question papers, the standard of marking was rated as average.	English FAL L4 Paper 1 Life Orientation L4 Paper 2 Management Practice L4
<b>Administration</b>	a. The prescribed procedure for recording of marks was followed in all subjects; and b. Marks were indicated per question in all subjects.	English FAL L4 Paper 1 Life Orientation L4 Paper 1 and 2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Operations Management L4 System Analysis and Design L4
	Marks were transferred correctly (without any mistakes) to the cover page and mark sheets in 89% of the papers (an increase of 14% from 2019 Supplementary examinations).	Life Orientation L4 Paper 1 and 2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Operations Management L4 System Analysis and Design L4
<b>Control</b>	The name of the marker was clearly indicated on the scripts in all of the papers moderated.	English FAL L4 Paper 1 Life Orientation L4 Paper 1 and 2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Operations Management L4 System Analysis and Design L4
<b>Internal moderation</b>	In 89% of the question papers, it was evident that internal moderation occurred throughout the marking process, leading up to 10% of scripts being moderated (an increase of 14% from 2019 Supplementary examinations).	Life Orientation L4 Paper 1 and 2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Operations Management L4 System Analysis and Design L4
	The standard of internal moderation for 56% of the question papers was rated as good (an increase of 6% from 2019 Supplementary examinations).	Management Practice L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Operations Management L4 System Analysis and Design L4
	The standard of internal moderation for 44% of the question papers was rated as average (a decrease of 6% from 2019 Supplementary examinations).	English FAL L4 Paper 1 Life Orientation L4 Paper 1 and 2 Marketing Communication L4

Criteria	Findings	Subjects
<b>Performance of candidates</b>	In 67% of the question papers, the students found the papers fair (a decrease of 8% from 2019 Supplementary examinations), however:	Life Orientation L4 Paper 1 and 2 Management Practice L4 Mathematical Literacy L4 Paper 2 Operations Management L4 System Analysis and Design L4
	In two question papers, the candidates found the question paper difficult.	Marketing Communication L4 Mathematics L4 Paper 1
	In one of the question papers, the candidates found the question paper fair to difficult.	English FAL L4 Paper 1
<b>Handling of irregularities</b>	Examination centres reported irregularities in one question paper.	Life Orientation L4 Paper 2

### 3.4 Areas of Improvement

Compliance in a number of areas contributed to the success and fairness of the marking process. The marking centres were managed effectively.

- a. The name of the marker was clearly indicated on the scripts in all of the papers moderated;
- b. Marks were transferred correctly (without any mistakes) to the cover page and mark sheets in 89% of the papers; and
- c. In 89% of the question papers, it was evident that internal moderation occurred throughout the marking process, leading up to 10% of scripts being moderated.

### 3.5 Areas of Non-Compliance

The following areas of non-compliance are a concern and might be a detraction from the success of the marking process.

- a. The standard of marking was rated as average in thirty-three percent of the question papers; and
- b. the standard of internal moderation for forty-four percent of the question papers was rated as average.

### 3.6 Directives for Compliance and Improvement

Compliance and improvement of processes would enhance the marking process which would ensure quality assessments.

- a. The Standard of marking and internal moderation need to be improved for the supplementary examinations.

### 3.7 Conclusion

The marking of scripts for NC(V) Level 4 for the 2020 Supplementary examinations was at large conducted in a fair and consistent manner. The administration and control at the marking centres was good and the atmosphere in general conducive to marking. Question papers were regarded as fair and of an acceptable standard.

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