



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

CHIEF DIRECTORATE: NATIONAL EXAMINATIONS, ASSESSMENT AND MEASUREMENT

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REPORT ON MARKING: FET COLLEGE EXAMINATIONS (REPORT 190 / 191 INSTRUCTIONAL OFFERINGS)

PLEASE NOTE THAT THE INFORMATION INCLUDED IN THIS REPORT WILL BE PUBLISHED BY THE DEPARTMENT OF EDUCATION

INSTRUCTIONS FOR COMPLETION

Submitting reports to the Department of Education

All Internal Moderators (or Markers in cases where there are no Internal Moderators) are required to compile a composite report that will include comments from the markers in his/her marking team. This report on the marking must be submitted at the conclusion of the marking process, and may include comments on any aspect of the examination, including the fairness of the assessment and the quality of the candidate's responses.

Reports should be submitted to the Department of Education twenty four hours after marking is completed for the attention of the Assistant Director:

- Natural Sciences Study Programmes: Mr W. Oelofse at: Oelofse.W@doe.gov.za or faxed to (012) 323 - 0170.
- General Study Programmes: Ms A. Kruger at: Kruger.A@doe.gov.za or faxed to (012) 328 - 2620.

Please note that payment of claims to the Internal Moderator (or Markers where applicable) is conditional upon receipt of the report.

Section 6 of the National Policy relating to the Examinations of Formal Technical College Instructional Programmes as promulgated in Government Gazette No. 22760 of 26 October 2001 governs the marking process at FET College marking centres for report 190/191 instructional offerings.

Report structure and content

The written report will be made available for discussion at the standardisation meeting between the DoE and Umalusi and will be disseminated to all FET Colleges to support the teaching and learning process and should therefore be written in a manner that will support the Lecturer in the class.

The reporting template will cover the following areas:

- the evaluation of the question paper and marking memorandum;
- the evaluation of the marking, and marking process;
- the analyses of the students responses;
- irregularities identified during the marking process
- a brief summary
- recommendations

Reports may also include commentary on the following topics:

- the design, structure and marking of the examination;
- the procedures for assessment, including the basis and rationale for any comparisons of standards made;
- the strengths and weaknesses of the students as a cohort;
- the curriculum, its aims, content and development;
- resources as they impact upon student performance;
- the quality of teaching and learning, which may be indicated by student performance.
- any good practice which you feel could be usefully identified for further dissemination.

General points

- The DoE shall own the copyright of the reports.
- Internal Moderators are advised that the DoE will publish the contents of the report in both written and on-line in publicly-accessible websites operated by the DoE for the purpose of making available information on teaching and learning quality standards in FET Colleges.
- The report must be completed in detail and single word responses will not be accepted.
- Please make use of a black pen to complete the report.
- All reports should be in English, except for "Sake-Afrikaans" and "Kommunikasie".

PROVINCE:			
Marking Centre:		Marking Centre Number:	
Instructional Offering / Subject:		Level: (e.g. N4,):	
Duration:		Examination Date:	
Internal Moderator:		Contact Details:	Tel:
			Cell:
			E-Mail:

PART ONE: EVALUATION OF THE QUESTION PAPER AND MARKING MEMORANDUM

1. **QUALITY OF THE QUESTION PAPER & MARKING MEMORANDUM:** Report on the quality of the printing and layout of the question paper and marking memorandum.

2. **COVERAGE OF SYLLABUS.** Does the paper cover the prescribed content and weighting as indicated in the syllabus? If your answer is no, indicate which sections or topics were not adequately covered in terms of the syllabus.

3. **UNFAIR QUESTIONS:** Were there any questions that were either inaccurate, ambiguous, outside the syllabus or beyond the appropriate level? List these questions and substantiate.

4. LANGUAGE. Is the language used appropriate for the level? List questions that were linguistically complex and propose how these questions can be re-phrased.

5. LENGTH OF THE QUESTION PAPER. Were candidates able to complete the question paper in the stipulated time? If no, stipulate the number of questions not answered.

6. MARKING MEMORANDUM. Does the marking memorandum cater for alternative responses?

PART TWO: EVALUATION OF THE MARKING & MARKING PROCESS

1. **MARKING APPROACH:** Did marking of the paper follow the question marking or whole script approach? Provide a motivation for the approach followed.

2. **MEMORANDUM DISCUSSION & TRAINING OF MARKERS:** Explain the nature of the training facilitated by the Internal Moderator. Was the training effective based on the quality of marking observed?
Attach the agenda and minutes of the memorandum discussion.

3. **MODERATION:** Is there evidence that ten percent of the scripts were moderated? Explain if the moderation contributes to an improvement in the quality of marking.

4. **NOVICE MARKERS:** How are novice markers monitored at the marking centers?

5. **TALLY OF MARKS ON THE SCRIPTS:** Explain the system used to double check the sub marks, total marks per question and the total marks per script. Is the mark on the script the same mark as the mark on the mark sheet?

6. **SCRIPTS & MARK SHEET CONTROL:** Explain the script & mark sheet control system used.

Does each marker sign the script that they have marked?

Are all mark sheets signed?

PART THREE: ANALYSIS OF STUDENT'S RESPONSES

This section of the instrument will provide information on the performance of candidates per question. This provides valuable feedback to the Lecturer in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content and the application of assessment criteria. This section should be read in conjunction with the published question paper(s) for the examination.

From the analysis, a brief explanation must be provided per question, either:

- Explaining why the question was poorly answered together with suggestions for improvement, or.
- Describe any noteworthy observation relating to the responses of students.

It is expected that a comment will be provided for each question. (One word responses are not acceptable)

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Question 6:

Question 7:

Question 8:

Question 9:

Question 10:

Question 11:

Question 12:

Question 13:

Question 14:

Question 15:

PART FOUR: IRREGULARITIES

Section 9. of the National Policy relating to the Examinations of Formal Technical College Instructional Programmes as promulgated in Government Gazette No. 22760 of 26 October 2001 governs the irregularity process at FET College marking centres for report 190/191 instructional offerings.

1. IRREGULARITIES INVOLVING CANDIDATES: Identify the type of irregularity that took place and report on the procedures followed.

2. IRREGULARITIES INVOLVING EXAMINATION OFFICIALS: Identify the type of irregularity that took place and report on the procedures followed.

PART FIVE: SUMMARY

Please tick (✓) the appropriate block:

1.	The standards set for the instructional offering were appropriate. The processes of assessing the examination were sound and fair. <i>Any recommendations made are for the purposes of enhancement to the course and its assessment.</i>	
2.	The standards set for the instructional offering were appropriate. The processes of assessing the examination were sound and fair. <i>HOWEVER, there are some risks to the future assurance of the course and its assessment, as outlined in my recommendations.</i>	
3.	There are immediate concerns or risks relating to the standards set for the instructional offering and/or the processes for assessing the examination. <i>These require immediate action on behalf of the DoE to prevent recurrence in the next set of examinations, as outlined in my report.</i>	

[illegible]

PART SIX: RECOMMENDATION

Based on your experience as an internal moderator, your evaluation of the question paper and marking process do you recommend that the raw marks be accepted as is, adjusted downwards or adjusted upwards?

Please tick (✓) the appropriate block:

a) Raw Marks Accepted	
b) Adjustment Upwards	
c) Adjustment Downwards	

Substantiate your proposal:

DATES OF MARKING: _____ to _____

INTERNAL MODERATOR: _____ **DATE:** _____
(Signature)

MARKING CENTRE MANAGER: _____ **DATE:** _____
(Signature)