



Tutorial Letter: 201/2018

THE EDUCATOR AS ASSESSOR

EDAHOD5

Semester 1

COLLEGE OF EDUCATION

**Department of Curriculum and Instructional
Studies**

IMPORTANT INFORMATION:

This tutorial letter contains feedback on Assignment 01 and important information about the examination.

LECTURERS AND CONTACT DETAILS

The contact details of the lecturers responsible for this module are as follows:

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All queries that are not of a purely administrative nature but are about the content of this module should be directed to the lecturers. Please have your study material with you when you contact the lecturers.

Dear Student

This tutorial letter contains feedback on **Assignment 01 and guidelines** for the **examination**.

Most of the assignments that we received from students were of a very high standard. It was clear that you went to a lot of trouble in completing the assignments. Thank you for that.

1. Feedback on Assignment 01

You were required to **apply** your understanding of assessment in the context of your subject, as prescribed in CAPS. You had to study the prescribed textbook, the CAPS for the subject-/phase of your choice and the National Protocol for Assessment Grades R–12 before you answered the assignment questions.

Question 1

Answer the following questions to show that you understand assessment in a school context:

1.1 Various assessors may assess learners' work (2)

Most students struggled to identify the different assessors in a school context. You had to indicate that teachers, learners (learners themselves) and peers or groups) and moderators may assess learners' work in a school context.

In a school, there are various assessors that assess learners' work. The assessors include

- Learners themselves (**self-assessment**) learners judge their own work to gain more insight into their activities, shortcomings and strong points.
- Peers (**peer assessment**) one learner assesses the work of another learner
- Groups (**group assessment**) a group assesses its own work or one group assesses the work of another group; the value of group assessment is based on the sharing of knowledge and skills.
- Teachers (teacher as an assessor) he/she assess learners work and give feedback on whether learners understand the content, the effectiveness of the teaching method and what they still need to learn.

1.2 Assessment as a vehicle that drives teaching and learning (2)

Through assessment, important information is gathered about learners (e.g. their ability to learn) This information is used to improve future planning for teaching and learning (to modify teaching and learning activities).

You had to indicate that the three components, namely, teaching, learning, and assessment are inextricably intertwined in reality. Learning cannot occur without learners being assessed, and teaching cannot occur without assessment. The assessment takes the teaching and learning process forward, for example, if classroom assessment indicates that learners do not understand an issue properly, the teacher must adjust and repeat the teaching before moving on to the next aspect, which requires an understanding of the previous aspect.

1.3 Unplanned assessment in a school context (2)

Not all assessment that takes place in a classroom is planned. **Assessment as learning** is not planned but occurs during learning when learners personally monitor what they are learning to make personal adjustments, adaptations, and changes to what they understand. Teachers may use this type of assessment to bridge the gap between teaching and learning, in other words, teachers may decide to ask unplanned questions to link what they are teaching to previous knowledge of the learners.

You had to indicate that what happens in class often informs informal classroom assessment. Learners may ask questions – teachers don't know what learners will ask when they plan their lessons and assessment activities. However, every lesson must have a planned assessment.

1.4 Continuous assessment as an approach (2)

This is an assessment that spans the entire learning process. It incorporates all types of assessment (baseline, formative, summative and diagnostic). Therefore, continuous assessment is not a type of assessment but an approach to assessment.

You had to explain that continuous assessment incorporates the different types of assessment such as formal, informal, formative, summative, baseline, and diagnostic assessment. Continuous assessment is, therefore, the umbrella concept under which we may identify the types of assessment.

1.5 The role of assessment in the progression of learners (2)

Progression in education implies a movement from one point to the next. In the context of assessment, it could mean a movement between topics, chapters, and grades. The assessment determines whether the goals of education are being met. It plays a constant role in informing instruction, guiding the learner's next step, checking progress and achievement, encouraging and directing learning and providing feedback to learners on their performance and the cause of instruction.

You had to indicate that assessment (specifically summative assessment after the learning process) provides evidence that a learner has mastered the content (i.e. topics and skills prescribed in CAPS) at a particular required standard (as indicated in the CAPS for the particular grade, e.g. Grade 4). Such assessment evidence ensures that the learner will cope with learning at the next level or standard, for example, Grade 5. In this way, assessment ensures that all learners in a grade (cohort) progress to the next grade after having achieved the learning required

in the previous grade. In theory, this means that learners who do not perform at the required standard should not be allowed to progress to the next grade.

Question 2

Indicate whether the following statements are true or false. Please support your answer in every case.

2.1 Formal assessments provide teachers with a systematic way of evaluating how well learners are progressing in a particular subject and in a specific grade. (2)

True: Formal assessments are assessments that systematically measure how well a student has mastered specific learning outcomes.

You will have received one mark for answering “true” and one mark for indicating that formal assessments are more summative in nature and confirm that learners are ready to move to the next level of complexity-/- to learn more about what has already been achieved – it refers to the assessment of learning. Informal assessments, on the other hand, provide evidence of progress, especially **during** the learning process, in the form of formative assessment -/-assessment of learning.

2.2 School-based assessment is a compulsory component of progression and promotion in all the different school phases. (2)

True: School-based assessment (SBA) is a type of assessment that is embedded in the teaching and learning process. It allows for the collection of a number of samples of student performance over a period of time. It can be adapted and modified by the teacher to match the teaching and learning goals of a particular class and the learners who are being assessed.

You will have received one mark for answering “true” and one mark for indicating that progression is relevant to Grades 1-- 8 and promotion to Grades 9—12. Therefore SBA is compulsory for progression and promotion.

2.3 Teachers may choose to record performance in informal or daily assessment tasks in some cases to support the teaching and learning process. (2)

True: Formal (standardised) assessment measures should be used to assess overall achievement, to compare learners performance with that of other learners at their age or in their grade or to identify learners’ strengths and weaknesses that are comparable with those of their peers. Informal assessments sometimes referred to as criterion-referenced measures or performance-based measures, should be used to inform instruction. Both may be recorded to keep a record of learner performance.

You will have received one mark for answering “true” and one mark for indicating that recording should be done as the exception rather than the rule because it should not become a hindrance to effective teaching and learning.

2.4 Classroom assessment should provide an indication of learner achievement in the most effective and efficient manner by ensuring that adequate evidence of achievement is collected using various forms of assessment. (2)

True: It is through these assessments that classroom teachers can effectively direct instruction (teaching) and arm students with the knowledge and the skills they need for future success, both in and out of school. It is only through effectively assessing learners that teachers can tailor instruction directly to individual learners needs.

You will have received one mark for answering “true” and one mark for indicating that a variety of assessment methods such as written or oral assessment, individual or pair-/group tasks and formative and summative tasks are included in the SBA prescribed by CAPS.

2.5 Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. (2)

True: A carefully kept record of work is a strong stimulus for dutiful and progressive work. It shows the ability of the teacher to organise his/her resourcefulness and enthusiasm regarding teaching, assessment and the progress that learners make throughout their learning stages.

You will have received one mark for answering “true” and one mark for indicating that assessment results should inform decisions about more effective teaching approaches and methods used by teachers and more effective ways of learning and studying used by learners.

Question 3

Make use of the CAPS document for your specific grade and subject-/phase to respond to the following questions on CAPS requirements regarding assessment:

3.1 List any five topics prescribed to be taught and assessed in your subject. (5)

CAPS is a document designed by the Department of Basic Education and it is specific to topics, content, and grade. You will not have been disadvantaged if you didn't indicate five topics since some subjects don't have five topics.

The table below shows examples of subjects and topics covered in a particular grade.

Subject	Examples of topics covered
Mathematics Grade 6	Numeric and geometric patterns, measurement (angles, area, perimeter and volume), transformations and fractions,
Natural Sciences Grade 7	Biospheres, properties of the material, energy, and change, separation of mixtures, sexual reproduction and the relationship of the sun to the earth
Life Orientation Grade 9	Development of the self in society, health, social and environmental responsibility, constitutional rights and responsibilities, the world of work and physical education

3.2 Mention five possible forms of assessment you will apply in your subject as part of continuous assessment. (5)

Many students could not differentiate between **forms and types of classroom assessment.**

- a) Forms of assessment refer to** the actual activities that learners will be engaged in, for example, tests, examinations, assignments, investigations, oral presentations, projects, practical demonstrations, case studies, performances, and portfolios.
- Term test and year-end examination -- summative assessment
 - Written research task – formative assessment
 - Oral questioning in a class by the teacher to pinpoint problem areas or gaps the
 - Class test before a new topic is taught – baseline assessment
 - learners understanding – diagnostic assessment

- Group or pair presentations in class assessed by other learners and the teacher–formative assessment

b) **Types of assessment** refer to various **assessment approaches** that can be used for different reasons at various stages in the learning sequence, for example, formative, summative, diagnostic and continuous assessment.

3.3 **Indicate seven levels or rating descriptors that you will use when assessing learners in your subject. Use percentages and two-word descriptors in this regard. Present your response in a table with a heading, seven rows, and two columns. (7)**

All CAPS documents have seven levels or rating descriptors. These are given in codes for reporting in Grades R–7. They are given in three rows and eight columns. You will have received one mark for each column if both the percentage and the descriptor were correct.

Rating code	Descriptor Competence	Percentage
7	Outstanding achievement	80– – 100%
6	Meritorious achievement	70– – 79%
5	Substantial achievement	60– – 69%
4	Adequate achievement	50– – 59%
3	Moderate achievement	40– – 49%
2	Elementary achievement	30– – 39%
1	Not achieved	0–29%

N.B: Question 3.3 required the student to use the table above and you to present your answer in a table consisting of two columns and seven rows, each with a heading and, which could have been presented as:

Description of Competence	Percentage
Outstanding achievement	80– – 100%
Meritorious achievement	70– – 79%
Substantial achievement	60 – –69%
Adequate achievement	50 – –59%
Moderate achievement	40 – –49%
Elementary achievement	30 – –39%
Not achieved	0–29%

3.4 **Use two examples from your context to differentiate between formal and informal assessment. (4)**

This question required the students to use examples to differentiate between formal and informal assessments. To give such examples it is important to consider descriptions in the table below present’s descriptions of formal and informal assessment and relevant examples:

Formal assessment	Informal assessment
Standardised assessments	Spontaneous day-to-day observations of how learners perform in class
Used to grade learners	Used to improve and adjust teaching and learning by identifying misconceptions and abilities or inabilities of learners
Formally recorded and used to inform stakeholders about the education system	Assessments are mostly not recorded for grading and those that are, are used to monitor learning
Examples	
Examinations, tests, assignment, projects, presentations, practical tasks, investigations	Classwork, homework, weekly tests, pre-tests, observation, investigations

3.5 Indicate the number of assessment tasks that should be recorded as part of CASS in your subject. 2)

It is important to note that according to CAPS, each specific subject has its a specific number of formal assessments that should be recorded as part of the continuous assessment, as illustrated in the following table: E.g.

Subject	Number of formal tasks
Mathematics Grades 4--6	8
Social Sciences Grades 4--6	8
Natural Sciences Grades 7--9	10
Life Orientation 7--9	7
Computer Applications Technology (CAT)	6

Question 4

Develop an assessment activity or task (e.g. a research project, a poster, a written test, or an experiment, etc.) together with its complete associated assessment strategies. Apply your understanding of effective and credible assessment practices by indicating *exactly how* you would apply the following strategies and *why* you choose to do it in that particular way:

Feedback:

Many students failed to use given assessment strategies to develop an assessment activity of their choice. The aim was for the student to apply the CAPS document of the subject of their choice to the development of such an activity.

Refer to the two examples below. The first example is done of an assessment activity in the context of assessing Grade11 learners in Life Orientation.

EXAMPLE 1

4.1 The grade, subject, learning aim and topic (4)

Grade: 11
 Subject: Life Orientation
 Learning aim: Guide learners to make informed and responsible decisions about their health, environment, subject choices, further studies and careers (CAPS: document)

Topic: The world of work

4.2 The purpose of doing the assessment activity (3)

- To identify particular strengths and developmental needs of learners
- To build a profile of learners' achievements

Other possible answers

- to determine progress – summative purpose
- to assist learning and teaching – formative purpose
- to determine current levels of knowledge and skills – baseline purpose
- to identify gaps and strengths and weaknesses – diagnostic purpose

3 marks = clear description of purpose; 2 marks = somewhat vague; 1 mark = vague/confused; 0 marks = not indicated

4.3 The assessment task or activity (3)

You had to provide a clear description of the task-/activity the learners have to complete in terms respect of (1) what they have to do individually, in pairs or in groups; (2) the relevant time frames; (3) the resources they have to use and (4) what they have to submit-/present.

Example: Each learner has to do research and write about a career of his/her choice. The work should not be longer than two pages. The learners have to answer the following questions in the research activity:

- a) Which career do you want to enter after matric?
- b) Which subjects do you need to pass to be accepted for further studies?
- c) How are you going to make sure you pass those subjects in Grade 12?
- d) What contribution is your chosen career going to make in South Africa?

4.4 The assessment product or performance containing-/presenting the evidence (2)

Research: After the research has been completed, the learners will make an oral presentation during which marks will be awarded for the work done.

4.5 Your role as the teacher in guiding the assessment activity (3)

The role of the assessor (teacher) will be to guide the learners in writing the product; to explain how the learners will be assessed using a rubric/-checklist and /-or a grid (depending on the activity given); to check the learners' progress by requesting learners to present their work at certain intervals (once a week); and to make the necessary resources available whenever the need arises.

4.6 The nature of the assessment (formal or informal) (2)

This is a formal assessment. It will be recorded and used for end of term reporting to the learners, parents and the school district.

4.7 The assessment method and associated assessment instrument (2)

A rubric will be used to assess the research and the presentations. It will set out criteria and descriptors of how the assessment will take place. It will be distributed to the learners and expectations will be clarified.

Another example of an assessment method is a class test; the associated assessment instrument is a question paper together with its memorandum.

4.8 The assessor/assessors (2)

You had to give a reason for choosing the assessor, for example, the teacher will be the assessor because this is a formal assessment that will be recorded for reporting purposes.

4.9 The assessment criteria for assessing the task/activity/product (6)

You had to describe the criteria in different ways, as in the following example:

The assessment criteria will be as follows:

Assessment criteria	Description
Introduction	The learner was able to introduce the topic to the reader by giving a description of what the essay is about.
Choosing a career	The learner was able to choose a career that is available in South Africa and in which he/she can find employment.
Reason for choosing the career	The learner was able to give valid reasons for why he/she chose the career and how the career will benefit the society.
Knowledge of subjects required to pursue the career	The learner was able to research and identify the school subjects he/she will need to pursue his/her chosen career. The learner was able to articulate how he/she is going to work to achieve good better marks in those subjects.
Use of grammar	The learner used grammar in a way that clearly communicated the message to the audience.
Presentation skills	The learner was confident in presenting his/her essay. The presentation was polished and aroused interest

4.10 Feedback mechanism(s) and process (2)+

You had to describe how feedback will be provided to the learners.

Feedback will be given to individual learners after marking has been completed. Written feedback will be given to specific individual learners. They will be provided with clear information on areas of concern and areas in need of improvement. After feedback has been given, learners will be given the chance to re-write the research, after which the work will be re-assessed/-marked.

4.11 Recording and reporting (2)

You had to use the Policy on Recording and Reporting.

Both formal and informal assessment can be recorded for different reasons, for example, formal-assessment can be used for reporting purposes and informal- assessment can be used to keep

track of learners' understanding and to monitor learning. **Once a learner is satisfied with the outcome, the outcome will be recorded on the record grid** and used for reporting at the end of the term.

The second example is of an assessment activity in the context of assessing Grade 6 learners in Mathematics.

EXAMPLE 2

4.1 The grade, subject, learning aim and topic (4)

Grade: 6
Subject: Mathematics
Learning aim: Guide learners to be confident and competent in dealing with any mathematical situation without being hindered by a fear of mathematics (CAPS document)
Mathematics topic: Number Sentences

4.2 The purpose of doing the assessment activity (3)

The learners should be able to apply the BODMAS rule to simplify calculations. (Refer to the textbook)

4.3 The assessment task or activity (3)

The learners must simplify the following number sentences:

- a) $12 + (4 + 2) \times 5$
- b) $(23 - 7) - (8 - 4)$
- c) $(88 \div 4) - (88 \div 11)$
- d) $(79 - 21) \div 2$

4.4 The assessment product or performance containing/presenting the evidence (2)

The learners must simplify given sums by following the BODMAS rule.

4.5 Your role as the teacher in guiding the assessment activity (3)

The teacher will divide the learners into groups of five. He/ she will move from group to group and assist learners while they discuss and complete the activity in their books. The teacher will attend to learners with special needs (barriers to learning).

4.6 The nature of the assessment (formal or informal) (2)

This is a classwork exercise and it is informal. It will not be recorded but will assist the teacher in identifying problem areas of the learners.

4.7 The assessment method and associated assessment instrument (2)

A marking memorandum will be used:

- a) $12 + (4 + 2) \times 5$
- b) $(23 - 7) - (8 - 4)$
- c) $(88 \div 4) - (88 \div 11)$
- d) $(79 - 21) \div 2$

4.8 The assessor/assessors (2)

Group assessment: Once the classwork has been done, the members of each group will give their books to the members of another group to mark the work. After the work has been marked, the books will be returned to their owners.

4.9 Assessment criteria for assessing the task/activity/product (6)

Marks will be allocated according to the following criteria:

Assessment criteria	Description
Follow the BODMAS rule to simplify calculations	The learner was able to use the BODMAS rule to do calculations to simplify number sentences
Use mathematical operations correctly	The learner was able to add, subtract, multiply and divide numbers correctly.

4.10 Feedback mechanism(s) and process (2)

You had to describe how feedback will be given.

After the work has been marked, the groups will receive back their books, report their challenges to the rest of the class and write down corrections as per the class discussion and the teacher's input.

4.11 Recording and reporting (2)

This is an informal activity and it will not be recorded.

Question 5

The correct answers are as follows:

- 5.1 The National Policy on Assessment, the Curriculum and Assessment Policy Statement, the specific subject textbook, the School Assessment Policy, the National Protocol for Assessment Grades R–12 (2)
- 5.2 The CAPS document (2)
- 5.3 The School Assessment Team (SAT) (2)
- 5.4 You had to follow the necessary steps of doing an assessment in a classroom to develop assessment criteria regarding an assessment activity for a subject of your choice. You had to develop assessment criteria with reference to the activity given at the beginning, the grade, the subject, the topic and the aim/purpose. You had to present the assessment criteria under suitable headings. The set of assessment criteria had to be clear statements describing the standards required of the learners in doing the assessment task/activity in observable and measurable ways.

EXAMPLE

You first had to describe the assessment activity that your learners will do in class:

“My Grade 6 learners have to work in groups and carry out an investigation on the favourite music of Grade 7 learners. (2)

You had to present at least six assessment criteria in a logical sequence, as in the following example: (6x3=18)

Subject: Mathematics

Grade: 6

Topic: Data handling

Purpose: The learners must be able to collect, organise, represent and interpret data, and make conclusions on data collected.

Assessment activity and learners' role: This assessment activity is an investigation. The learners will collect data about the favourite music of Grade 7 learners in our school. Once the data has been collected, it must be organised using a tally table. The organised data will be represented on a double-bar graph. The learners will then use the data to calculate the median and the mode. The learners will be expected to make clear conclusions about the outcome of the investigation.

Role of the teacher: The teacher will provide the learners with an assessment rubric that sets out the marking criteria. The teacher will direct and guide the learners throughout the investigation.

Marking instrument: Rubric

The assessment criteria for the investigation are as follows:

Assessment criteria	Rating scale		
	0	1	2
	Descriptors		
Prediction of the outcome of the investigation	Prediction not in line with the investigation	Prediction made is vague	Prediction is direct and in line with the investigation
The question formulated for the investigation	The incorrect question used for the investigation	Question is incorrectly phrased	Question helped learners to solicit correct information
Names of the interviewees provided	The names of the interviewees are not provided in the table	An incomplete number of interviewees' names are provided in the table	The table is complete and it indicates that 20 girls and 20 boys were interviewed
Completion of a tally table	Tally table incorrect	Not all data collected during the investigation	The tally table is complete and all

		are displayed in the tally table	parts are correctly labeled
Drawing of the double-bar graph	No graph is drawn	The graph was drawn but lacks a description of the x- and y-axes and keys for the bars	The graph contains all the necessary descriptions: x- and y-axes labeled correctly and keys provided for the bars
Conclusion on the data	No conclusion is given	The conclusion does not relate to the outcome of the investigation	The conclusion is well articulated and relates to the outcome of the investigation

Nature of assessment: This is a formal assessment and it will be recorded for end-of-term reporting.

Feedback to learners: Once marking has been completed, each group will receive written feedback indicating areas in need of improvement. Overall class feedback will also be given, indicating the overall performance of the learners. Corrections will then be discussed.

Remedial measures: Re-teaching will take place on completion of the investigation. The whole investigation will be broken into small sub-topics and class discussions will take place. Groups that did not do well will be given a different topic on which to do an investigation.

2. THE EXAMINATION

Examination admission

Examination submission is solely dependent upon the submission of Assignment 01 or 02. The assignment will count **20%** towards your final mark and the examination **80%**.

How will this work in practice?

As indicated above, you need to qualify to write the examination, since there is no automatic admission. In order to qualify, you **must** submit Assignment 01 or 02 on or before the due date.

Examination period

This module is offered in a semester period of 15 weeks. This means that if you are registered for the first semester, you will write the examination in May/June 2018 and the supplementary examination in October/November 2018. If you are registered for the second semester, you will write the examination in October/November 2018 and the supplementary examination in January/February 2019.

In the course of the semester, the Examination Section will provide you with information regarding the examination in general and examination venues, examination dates and examination times pertaining to the module.

Examination paper

There is one two-hour examination paper for EDAHOD5.

Previous examination papers

Previous examination papers are available to students. We advise you, however, not to focus on old examination papers only as the content of modules and therefore examination papers change from year to year. You may, however, accept that the type of questions that will be asked in the examination will be similar to those asked in the assignments.

Demarcation or “scoping” for examinations and assessments

In terms of a decision reached by the College, the lecturers may not demarcate or “scope” specific work for examination purposes and examination questions should be based on all the work covering the notional hours of modules. The lecturers should encourage students to learn everything. In cases where competencies or skills are assessed differently during the tuition period, the various methods of assessment will be spelled out clearly in Tutorial Letter 201.

According to *Assessment Procedure Manual 2013*, paragraph 4.5.2(e), the examination memoranda (guidelines, rubrics, and so on) will not be made available to students.

3. FREQUENTLY ASKED QUESTIONS

The Study @Unisa brochure contains an A–Z guide to information regarding your studies.

The frequently asked questions regarding this module (EDAHOD5) are as follows:

Question: I need more time to complete my assignment. Can you help me?

Answer: It is not possible to extend the due date of an assignment by more than a week. If your circumstances compel you to hand in one of the essay-type assignments late, you have to ask for permission to do so before the due date. No extensions will be granted for multiple-choice assignments.

Question: If I repeat the module, do I have to submit assignments again?

Answer: A repeating student has to submit all assignments again. Students will not gain admission to the examination without having submitted Assignment. 01 or 02

Question: I don't have internet access. What can I do?

Answer: You can access the internet at all Unisa regional offices.

Question: I haven't received my study material yet. Can you send it to me?

Answer: No; unfortunately, the study material is kept in a different department. Please contact the relevant section and ask whether the specific item has been dispatched. If it has been dispatched and you haven't received it after a reasonable period of time, ask for another copy to be dispatched. You can also find your study material on myUnisa.

4. GUIDELINES FOR EXAMINATION PREPARATION

Please take note that the content of modules may no longer be demarcated in guidelines for examinations. The entire content of Tutorial Letter 501 and the prescribed textbook will be examined in the examination paper for this module.

The duration of the examination session will be 2 hours and the mark allocation will be 100.

Contrary to previous years' papers, there will be no multiple-choice questions in this semester's paper. This means that your knowledge and understanding of all concepts related to assessment in education will be assessed in two ways, that is, directly – by means of short paragraph-type questions requiring you to define, describe or explain concepts – and indirectly – by means of longer questions where you have to apply your understanding of assessment to your context, in other words,

the assessment of learners in the phase, subject and grades you teach/are going to teach. The paper will consist of a series of questions that include low-, middle, and high-order questions. "Blooms Taxonomy"

Collectively, the questions in the paper will be aimed at assessing your understanding as well as your ability to apply such understanding to assessing learners in the subject you intend to teach.

The mark allocations for the questions in the paper will vary considerably. Shorter questions will have mark allocations ranging from 5, 8 and 10 up to 12 and 13 marks per question.

Longer questions, where you have to apply what you have learned in this module to your context, will vary per question. Obviously, the questions requiring higher order thinking will have higher mark allocations than those requiring lower order thinking. Use the mark allocation for each question to manage your time during the examination.

Some of the questions will be similar to those asked in the assignments you completed during this semester – note that the questions may be similar, but will not necessarily be the same. This means that you have to use what you did in the assignments to answer similar questions in the examination.

We strongly advise that you do the questions that are similar to those in the assignments first during the examination session, and the others later. In this way, you will ensure that the questions that contribute the most marks are done first.

Examination papers of previous years should be used with the utmost discretion. Papers from 2015 onwards only included limited questions related to CAPS contexts. It would be prudent not to use papers from before 2015.

It would be inappropriate and even unethical for us as lecturers to provide students with the memoranda or model answers to questions in the assignments and in previous years' examination papers. Please don't ask for memoranda or model answers to help you prepare for the examination. You should work out the answers yourself when you do the assignments and revise your responses on the basis of the comments you received from the marker.

Good luck with your preparation for the examination!

5. SOURCES CONSULTED

None

6. CONCLUSION

We hope that you are enjoying this module and wish you success with your studies.

Dr AS Mawela
Mr SB Mahlambi