



# Tutorial Letter 101/3/2018

## Building a Portfolio of ABET Practice

### ABT1520

#### Semesters 1 and 2

#### Department of Adult Basic Education and Youth Development

**IMPORTANT**

This Tutorial Letter contains important information about your module

BARCODE



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## 1. INTRODUCTION

Dear Student

Welcome to the module, **Building a Portfolio of ABET Practice**. We are very glad to have you as a student in the ABET Department and Youth Development. We trust that you will find this course interesting, helpful and enjoyable. We are certain that as a qualified Youth Work practitioner, you will have a vital contribution to make towards the development of your country.

The information in this Tutorial Letter is important. Keep it in a file or some other safe place since you will need to refer to it often during the year. Read through it carefully before you start on any work for this module to get an overview of what is required of you. Underline all the dates we give you in this Tutorial Letter and enter them on your year planner where you can see them at a glance. Keep it at hand when working through the study material, preparing the assignments, preparing for the examination and addressing questions to your lecturers.

You will receive a number of Tutorial Letters during the year. A Tutorial Letter is our way of communicating with you about teaching, learning and assessment. This Tutorial Letter contains important information about the scheme of work, resources and assignments for this module.

In this **ABT 1520 Tutorial Letter 101**, you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. It also provides all the information you need with regard to the prescribed study material and other resources and how to obtain them. Please study this information carefully and make sure that you obtain the prescribed material as soon as possible.

We have also included certain general and administrative information about this module. Please study this section of the Tutorial Letter carefully. Right from the start we would like to point out that **you must read all the Tutorial Letters** you receive during the semester **immediately and carefully**, as they always contain important and, sometimes, urgent information.

## 2. PURPOSE AND OUTCOMES

### 2.1 Purpose

The purpose of this module is to introduce students to the ideas and practices of learning that are relevant to youth development. The module focuses on the role of youth development workers as learning facilitators (educators). A range of tasks in Study Guides and/or Tutorial Letters, assignments and examinations will show that you have achieved the outcomes.

## 2.2 Outcomes

- Describe major health issues such as drugs affecting young people
- Identify and explain different health promotion strategies and techniques, especially preventative strategies
- Learn about the promotion of health through healthy nutrition and diet
- Learn about sexual and reproductive health for health promotion

## 3. LECTURER AND CONTACT DETAILS

**Please note** that with **any** enquiry, you need to include or provide your:

- Name and surname
- Student number
- Module code
- Contact details

### 3.1 Lecturer

**Ms Georgina Gomba**  
**Lecturer**

Office 00-004, Building 10, Sunnyside Campus

Tel: +27 (0) 12 484 1059

E-mail: gombagk@unisa.ac.za

**Please note:** All queries that are **not** of a purely administrative nature but are about the content of this module should be directed to the lecturer. Please have your information, as set out in the above-mentioned column, with you when you contact the lecturer. E-mail and telephone numbers are included with the address but you might also want to write to the lecturer.

Note that sometimes the lecturer may not be available in the office due to the attendance of conferences, workshops, seminars, and other academic related duties. It is of the utmost importance for us to keep in constant communication with you. Kindly send an email and we will respond to your query as soon as possible.

Ensure that you make an appointment if you'd like to discuss matters with your lecturer.

### 3.2 Department

**Ms Phumza Malangeni**  
**Administrative Officer**

Office 01-046, Building 10, Sunnyside Campus

Tel: +27 (0) 12 484 1118

E-mail: malanp@unisa.ac.za

**Mr George Moima**  
**Administrative Officer**  
Office 01-050, Building 10, Sunnyside Campus  
Tel: +27 (0) 12 429 8528  
E-mail: moimamg@unisa.ac.za

### 3.3 University

Students must address all queries relating to the **administration** of their **registration** to:

The Registrar  
University of South Africa  
PO Box 392  
UNISA  
0003

Online information: <https://my.unisa.ac.za>  
E-mail: [study-info@unisa.ac.za](mailto:study-info@unisa.ac.za)  
Unisa Website: <https://unisa.ac.za>.

If you have administrative queries regarding your assignments, for example: you want to know whether the university has received your assignment, you can e-mail your query to the address below.

E-mail address for querying assignments: [assign@unisa.ac.za](mailto:assign@unisa.ac.za)

You can also consult the brochure *Study @ Unisa* for more information.

## 4. RESOURCES

### 4.1 Prescribed books

There are **no** prescribed books for this module.

You will, however, receive the following material from Unisa:

- Only Study Guide for this module (Introduction to Assessment in ABET)
- Tutorial Letter 101
- Follow-up Tutorial Letters

The Tutorial Letters will also be available on *myUnisa*.

### 4.2 Recommended books

There are no prescribed books for this module. However, you are welcome to read any relevant newspapers, magazines and related articles as well as on the internet.

### 4.3 Electronic reserves (e-Reserves)

There are **no** e-Reserves in this module. We do, however, advise our students to google for purposes of obtaining more information on networking and advocacy.

### 4.4 Library services and resources information

- For brief information go to: <http://www.unisa.ac.za/contents/studies/docs/myStudies-at-Unisa2018-brochure.pdf>
- For more detailed information, go to the Unisa website: <http://www.unisa.ac.za/>, click on Library
- For research support and services of Personal Librarians, go to: <http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102>

The Library has compiled numerous library guides:

- Find recommended reading in the print collection and e-Reserves: <http://libguides.unisa.ac.za/request/undergrad>
- Request material - <http://libguides.unisa.ac.za/request/request>
- Postgraduate information services - <http://libguides.unisa.ac.za/request/postgrad>
- Finding, obtaining and using library resources and tools to assist in doing research: [http://libguides.unisa.ac.za/Research\\_Skills](http://libguides.unisa.ac.za/Research_Skills)
- How to contact the Library/find us on social media/frequently asked questions: <http://libguides.unisa.ac.za/ask>

## 5. STUDENT SUPPORT SERVICES

The Department of Despatch should supply you with the following study material for this module:

- Study Guide
- Tutorial Letter 101 for module and other Tutorial Letter(s) at a later stage.

E-mail address for the study material section/despatch department: [despatch@unisa.ac.za](mailto:despatch@unisa.ac.za)

If you have access to the internet, you can view the Study Guides and Tutorial Letters for the modules for which you are registered on the university's online campus, *myUnisa*, at <http://my.unisa.ac.za>.

### 5.1 Inventory letter

You should have received an inventory letter telling you what you have received in your study package and also showing items that are still outstanding. Also see the brochure entitled *Study @ Unisa*.

Check the study material that you have received against the inventory letter. You should have received all the items listed in the letter, unless there is a statement like "out of stock" or "not available". If any item is missing, follow the instructions on the back of the inventory letter without delay.

For information on the various student support systems and services available at Unisa (e.g. student counselling, tutorial classes, language support), please consult the publication *Study @ Unisa*, which you received with your study material.

## 5.2 Tutorials

UNISA offers student support services (tutorials) for students as additional academic support at the various UNISA regional learning centres throughout the country. A tutorial is an organised session where students and tutors meet regularly at a common venue and at scheduled times to discuss course material. Tutorials are not compulsory and willing students receive tutorial support at a nominal fee. Interested students are advised to consult a learning centre closest to them to enrol for tutorials. For further information on tutorials consult the brochure *Study @ Unisa*.

## 5.3 Discussion classes and video conferencing

These will take place periodically during the year when there are sufficient numbers of students. In the event where a class is arranged for this module, we recommend that you attend.

## 5.4 Study groups

Many students have found that they benefit immensely from joining a study group consisting of students that are all enrolled for the same module or modules.

If you would like to find out whether there are other students near you who are also doing this module, please contact the Department of Student Admission and Registration.

Alternatively, ask your fellow students to join your group via the *myUnisa* discussion forum.

The addresses of students in your area may be obtained by mail from the following department:

Directorate: Student Administration and Registration  
PO Box 392  
UNISA  
0003

Please note, however, that students are only allowed to submit their own work for assignments. **No group assignment(s) will be accepted.**

## 5.5 *myUnisa*

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the university. The *myUnisa* learning management system is Unisa's online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa - all through the computer and the internet.

To go to the *myUnisa* website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the “Login to *myUnisa*” link on the right-hand side of the screen. This should take you to the *myUnisa* website. You can also go there directly by typing in <http://my.unisa.ac.za>.

Please consult the publication *Study @ Unisa*, which you received with your study material, for more information on *myUnisa*.

## 5.6 Free computer and internet access

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to enable you (as a Unisa student) free access to computers and the Internet. This access enables you to conduct the following academic related activities: registration; online submission of assignments; engaging in e-tutoring activities and signature courses; etc.

Please note that any other activity outside of these are for your own costing e.g. printing, photocopying, etc. For more information on the Telecentre nearest to you, please visit [www.unisa.ac.za/telecentres](http://www.unisa.ac.za/telecentres).

## 6. MODULE-SPECIFIC STUDY PLAN

You need roughly between four (4) and eight (8) hours of study time per week for each module. The table below can be used as a guideline on how to plan your study for this module. We work on the principle that an assignment submitted by post will take seven (7) working days to reach us. If you submit your assignment online then you could submit it on the closing date, allowing you additional study time.

For general time management and planning skills and information on the various student support systems and services available at Unisa (e.g. student counselling, tutorial classes, language support), please consult the publication **Study @ Unisa** brochure, which you received with your study material.



**Use the table below to draft your personal plan. Don't wait until it is too late to do your work. It is important to immediately, when you receive the Study Guide, start writing your assignment.**

Month	Task	Progress : ✓ OR ✗
<b>SEMESTER 1</b>		
<b>February</b>	<ul style="list-style-type: none"> <li>• Orientate yourself with the module.</li> <li>• Read through your Tutorial Letter and Study Guide and start preparing for assignment one.</li> </ul>	
<b>April</b>	<b>05 April 2018 : due date for Assignment 01</b>	
	After submitting Assignment 01, start preparing for Assignment 02	
	<b>20 April 2018 : due date for Assignment 02</b>	
<b>Due date for May/June examination</b>	<ul style="list-style-type: none"> <li>• Read through the feedback you have received from your marked assignment.</li> <li>• Correct any mistakes that you might have made in your assignment.</li> <li>• Start reading through your Study Guide and make notes in preparation for your examination.</li> <li>• Study for your examination.</li> </ul>	

Month	Task	Progress : ✓ OR ✗
<b>SEMESTER 2</b>		
<b>June - July</b>	<ul style="list-style-type: none"> <li>• Orientate yourself with the module.</li> <li>• Read through your Tutorial Letter and Study Guide</li> <li>• Start preparing for assignment one.</li> </ul>	
<b>August</b>	<b>03 August: Due date for Assignment 01</b>	
	After submitting Assignment 01, start preparing for Assignment 02	
	<b>20 August : Due date for Assignment 02</b>	
<b>Due date for October/ November exams</b>	<ul style="list-style-type: none"> <li>• Read through the feedback you have received from your marked assignment.</li> <li>• Correct any mistakes that you might have made in your assignment.</li> <li>• Start reading through your Study Guide and make notes in preparation for your examination.</li> <li>• Study for your examination.</li> </ul>	

## 7. MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There is **no** practical work for this module.

## 8. ASSESSMENT

### 8.1 Assessment criteria

- Define clearly all the basic concepts used in portfolio building process, e.g. portfolio, evidence, assessment, outcomes-based assessment and feedback.
- Outline the importance of developing a portfolio of evidence.
- Outline the structure of a portfolio of evidence.
- Identify and differentiate types of evidence that should be used to develop a portfolio of evidence, e.g. qualification certificates, certificates of attendance, notes, handouts, feedback on activities, activities and tasks done, photos, merit awards, etc.
- Outline and explain the process of developing a portfolio of evidence.
- Define and discuss National Qualifications Framework and its role.
- State and elaborate with practical examples the principles and procedures of outcomes-based assessment.
- Unpack and explain NQF structure to differentiate the bands thereof, e.g. General Education and Training Band, Further Education and Training Band, Higher Education and Training Band.
- Clarify the purpose of assessment in portfolio building.
- Define and describe assessment evidence.
- Differentiate what is meant by relevancy, authenticity, currency and sufficiency of the evidence used in a portfolio.
- Identify types of barriers to collecting assessment evidence in portfolio building and discuss their impact on evidence with examples.
- List and elaborate on the rules of acceptable feedback.
- Apply examples of giving constructive feedback to learners.
- Communicate feedback meaningfully to learners on their portfolios of evidence.
- Discuss the purpose of using feedback on learner's evidence, e.g. feedback on readiness, on sufficiency and for positive action

### 8.2 Assessment plan

You will be required to submit **two compulsory** assignments for this module on or before the due dates specified below.

**Assignment 01** consists of multiple choice type questions which gives you entrance to the examination.

**Assignment 02** consists of 100 marks, which is an essay type assignment, which contributes 20% of your final mark.

Take note that the correct module code (ABT1520) and assignment number (Assignment 01 or Assignment 02) must be indicated on the assignment cover in order for it to be delivered and processed as soon as possible. If you indicate the incorrect code or assignment number, your lecturer will **NOT** be able to trace your assignment and you will not be credited with any marks.

It is extremely important to adhere to the submission dates for the assignment as extension cannot be given in the short span of semester's duration, and the fact that multiple choice question assignments are marked by a computer on a set date.

### 8.3 Assignment numbers and due dates

Refer to the table under point 8.4 for details.

### 8.4 Assignment due dates and assignment numbers

The due dates for the submission of the assignments are:

SEMESTER	ASSIGNMENT	COMPULSORY QUESTIONS	2018 DUE DATES	UNIQUE NUMBERS
Semester 1	Assignment 01	Multiple choice	05 April 2018	783441
Semester 1	Assignment 02	Essay type	20 April 2018	665275

SEMESTER	ASSIGNMENT	COMPULSORY QUESTIONS	2018 DUE DATES	UNIQUE NUMBERS
Semester 2	Assignment 01	Multiple choice	03 August 2018	675352
Semester 2	Assignment 02	Essay type	21 August 2018	826643

### 8.5 Submission of assignments

Assignments are seen as part of the learning material for this module. As you do the assignment, study the reading texts, consult other resources, discuss the work with fellow students or tutors or do research, you are actively engaged in learning. Looking at the hints given for each assignment will help you to understand what is required of you more clearly. Furthermore, the activities given in the Study Guide should be taken seriously as you go through your assignments.

For students attending tutorial sessions, tutors may also set additional tasks and give feedback in class.

You'll also find information on *myUnisa*. To go to the *myUnisa* website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the 'login to *myUnisa*' link under the *myUnisa* heading on the screen. This should take you to the *myUnisa* website. You can also go there directly by typing in <http://my.unisa.ac.za>.

#### Written assignments should be addressed to:

The Registrar  
P O Box 392  
UNISA  
0003

You may submit **written** assignments, either by post, or electronically via *myUnisa*. Assignments should **not** be submitted by e-mail. For detailed information and requirements as far as assignments are concerned, see the brochure *Study @ Unisa*, which you received with your study material.

To submit an assignment via *myUnisa*:

- Go to *myUnisa*.
- Log in with your student number and password.
- Select the module.
- Click on assignments in the menu on the left.
- Click on the assignment number you want to submit.
- Follow the instructions on the screen.

## 8.6 Plagiarism

All academic work, written or otherwise, submitted by a student is expected to be the result of his/her own work. UNISA views acts of copyright infringement and plagiarism as a serious offence.

Plagiarism is the act of taking words, ideas and thoughts of others, including the internet, and presenting it as your own. It is a form of theft which involves a number of dishonest academic activities.

The Disciplinary Code appears in the *Study @ Unisa* brochure and is given to all students at the time of registration. Students are advised to study the Disciplinary Code, especially chapter 3 (1.19). Kindly also read the University's Policy on Copyright Infringement and Plagiarism.

## 8.7 Feedback on assignments

For **written** assignments, markers will comment constructively on your work. However, feedback on compulsory assignments will be sent to all students registered for this module in a follow-up Tutorial Letter, and not only to those students who submitted the assignments.

As soon as you have received the feedback, please check your answers. The assignments and the feedback on these assignments constitute an important part of your learning and should help you to be better prepared for the next assignment and the examination.

## 8.8 The assignments

**Assignment 01** is a multiple choice type question. Assignment 01 must be submitted in order to gain entrance to the examination.

**Assignment 02** is an essay type question. Assignment 02 contributes to 20% of your final mark.

As previously mentioned Assignment 01 is a multiple choice assignment. We have therefore provided some hints on how you can approach the multiple choice questions.

***Hints on answering multiple choice questions***

Each question has only **one** correct answer. Begin by answering the question for yourself without looking at the alternatives from which you have to choose the correct answer. Since all the alternatives suggested will often seem equally acceptable to you, try to prevent any doubt from entering your mind by deciding on an answer on your own first and then looking for an answer among the alternatives that agrees with yours. When considering the alternative answers, always read the full question together with the given alternative to test the correctness of the full statement.

This multiple choice assignment should be answered on a mark-reading sheet (included in this package). Study the brochure *Study @ Unisa* for information on how to use and complete a mark-reading sheet. This assignment is marked by computer on a specific date and no extension of the submission date can therefore be given. Please remember to put the unique number for your assignment on your mark-reading sheet.

## SEMESTER 1

### ASSIGNMENT 01

#### Multiple choice questions

#### Compulsory

Unique number: 783441

Due date: 05 April 2018

#### Instructions

Please note: This assignment is compulsory and there are no resubmissions and extensions for late submission. Ensure that you check the closing date and also include the unique assignment number that appears in this Tutorial Letter.

These are multiple choice type questions. Each question has only **one** correct answer. Answer **all** the questions on the relevant mark reading sheet provided by shading the relevant answer. Contact the University immediately if you do not have the mark reading sheet.

The mark-reading sheet is included in your package. This assignment is marked by computer on a specific date and no extension of the submission date can therefore be given.

Each question counts for 5 marks to make the total of 100 marks.

#### Choose the most correct answer:

#### Questions

#### 1. The mission of SAQA is to ...

1. describe portfolio and its functions.
2. enhance the quality of learning.
3. showcase a learner's competence in specific knowledge and skills.
4. None of the above-mentioned

#### 2. Ambiguity as a barrier in assessment can be minimised by ...

1. using simple language that is understood by both the learner and the facilitator.
2. giving instructions that are clear and understandable to the learners.
3. ensuring that instruments, methods and processes for collecting evidence are balanced, fair and inclusive.
4. all of the above-mentioned.

#### 3. The traditional method of assessment procedure focuses on the following ...

1. both continuous and summative assessment.
2. two methods, i.e. test and examination
3. different methods like test, examination, daily classroom tasks, etc.
4. one method, i.e. test or examination.

- 4. The following are the requirements of a portfolio:**
  1. Quality, relevant information, learning outcomes
  2. Quality assessment criteria, learning outcomes and relevant information
  3. Title page, table of contents, self-introduction, philosophy statement, major learning achieved and evidence pages
  4. Alignment, proximity and use of graphic elements
  
- 5. Learning tasks are given to students to find out the extent to which...**
  1. they attend classes everyday
  2. specific skills have been mastered
  3. students play around
  4. syllabus has been covered
  
- 6. According to Jones and Shelton (2000), the following hints should be considered in the compilation of portfolios for assessment:**
  1. Alignment, use of graphics and proximity
  2. Title, table of content and philosophy statement
  3. Table of content and title
  4. Alignment, table of content and proximity
  
- 7. Assessment by means of a portfolio is ....**
  1. less informative
  2. focussing on rote learning
  3. more competitive
  4. involvement of learners in self-evaluation
  
- 8. When presenting assessment evidence in print one must note that it is always preferably be consistent with regard to ....**
  1. table of content and conclusion
  2. colour, background, font and graphics
  3. photos and graphs
  4. background, font and pictures
  
- 9. Evidence for assessment should be organised to reflect the following:**
  1. Information could be put in any order
  2. It should contain anything a student might think of.
  3. Details about the learner could be omitted
  4. It should be illustrative and graphic

- 10. To be able to convince assessors that a specific skill has been learnt a student has to ...**
1. tell them that she/he knows the work
  2. provide them with evidence
  3. inform them where she/he learnt it
  4. argue with the about the skill
- 11. The use of a portfolio allows students to apply to start ... on their successes and lessons learnt.**
1. a lack of information
  2. to defer their examination
  3. to forget information learnt
  4. a tray of evidence
- 12. The following statement reflects feedback for positive action:**
1. You gave an inappropriate response here, Follow the suggestions to help you improve
  2. Your response is unacceptable. Do something about it
  3. It is high time to take your work serious and be like other learners.
  4. None of the above-mentioned
- 13. Which of the following statements is most appropriate? A portfolio is evidence of ...**
1. student's studies
  2. pictures used
  3. student's achievement
  4. student's future.
- 14. A portfolio of evidence is used to demonstrate ...**
1. skills only
  2. skills and knowledge
  3. knowledge only
  4. books he has read
- 15. The following is true about methods and styles of assessment:**
1. Opposite to the outcomes being assessed
  2. Inappropriate to the outcomes being assessed
  3. Appropriate to the outcomes being assessed
  4. Opposite to the outcomes being assessed.



- 16. To minimise language barriers in a portfolio, educators and assessors should ...**
1. use simple words of a language in which both the learner and assessor understand
  2. get the interpreter who knows various languages
  3. inform the student to use a dictionary
  4. use ambiguous language.
- 17. The National Qualification Framework (NQF) provides for ...**
1. narrow based assessment.
  2. an interpreted and holistic assessment.
  3. teacher centred assessment.
  4. written form of assessment only.
- 18. Further Education and Training Band includes the following certificates:**
1. Postdoctoral Research Degrees
  2. Grade 9 or ABET Level 4 National Certificates
  3. Higher Diplomas, National Diplomas and National First Degrees
  4. National certificates
- 19. Portfolios allow the educator to ...**
1. track a learner's progress over time
  2. preserve a picture of a learner's achievement
  3. help the learner to reflect the educator's achievement
  4. understand the work production requirement.
- 20. The following is not barriers to collecting evidence for portfolio assessment:**
1. Irrelevant assessment evidence
  2. Ambiguity in instructions
  3. Language
  4. Assessment tools that are biased

**(20)**

## **SEMESTER 1**

### **ASSIGNMENT 02**

#### **Essay type questions**

#### **Compulsory**

**Unique number: 665275**

**Due date: 20 April 2018**

#### **Instructions**

For Assignment 02 you will have to answer essay type questions. The best way in which to approach this assignment is by doing the following:

- Read the question carefully and underline/highlight the key words/points.
- Jot down an outline of what you need to address in your answer. You can make use of a diagram if you prefer or a mind map for a start.
- You can now refer to your Study Guide and look for the relevant information based on the question as well as what you have jotted down.
- Once you have this information you can write your draft answer. When you are satisfied with your draft answer you can complete your final answer.
- Remember when you write your answer the key points must be clearly stated. Focus your answer and do not include unnecessary information if it does not relate to the answer.
- Remember to always support the information from the Study Guide with relevant examples.

#### **A Step by step study process**

Before you start with the assignments, we suggest the following step-by-step study process:

- Take a large piece of paper; write in a bubble in the middle of the page and then brainstorm your own ideas on what you think this module should be all about.
- Now compare your ideas with the contents pages of each unit in the Study Guide and write in cross references with page numbers, where your own ideas match with the contents.
- Browse through the study material, noting headings, diagrams, tables, print in italics or bold etc. Take notes of anything you find interesting or noteworthy.
- Now, refer to Study Guide and look at each study unit one at a time. Note that each study unit starts with an introduction and some suggested learning outcomes, activities and that each unit ends with a summary of the unit summary and answers to the self-help questions in the unit.
- Read the introductory material, then the headings of the main text and then the concluding paragraphs. This should give you a good idea of what each whole unit is all about.
- Now skim through the text more slowly and as you read, try to mind map the main ideas.

- Do not worry if you do not understand everything that you read as yet. Just try to work out the main ideas and what these imply for you as a teacher. Practice and familiarity will make you perfect in time.
- Having gained an overview of the learning material and how the concepts are related, you are now ready to start working through Study Guide in more detail in order to source the answers that are set in the assignments.

The pass mark for this assignment is 50%. You must answer all the questions.

### **QUESTION 1**

**“Feedback is important in teaching and learning. The educator should provide regular feedback to the learners to help them improve on their weaknesses and maintain their strengths in learning.”**

Write an essay of 2-3 pages on feedback on readiness, feedback on sufficiency and feedback for positive action. Support your responses with practical examples from your experience as an adult educator. (50)

### **QUESTION 2**

**“Portfolio building has become a vital part of integrated assessment practice in outcomes based education, hence the need for learners to learn and acquire basic skills in portfolio building.”**

Write an essay of 2-3 pages on what a portfolio of evidence is, and Identify and discuss the important aspects in the building of a portfolio of evidence and use practical examples to clarify your answers. Please do not use examples that have been given in your Study Guide. Use the ones that you draw from your own experience. (50)

**ASSIGNMENT 02 TOTAL [100]**

## SEMESTER 2

### ASSIGNMENT 01

#### Multiple choice questions

#### Compulsory

Unique number: 675352

Due date: 03 August 2018

#### Instructions

Please note: This assignment is compulsory and there are no resubmissions and extensions for late submission. Ensure that you check the closing date and also include the unique assignment number that appears in this Tutorial Letter.

These are multiple choice type questions. Each question has only **one** correct answer. Answer **all** the questions on the relevant mark reading sheet provided by shading the relevant answer. Contact the University immediately if you do not have the mark reading sheet.

The mark-reading sheet is included in your package. This assignment is marked by computer on a specific date and no extension of the submission date can therefore be given.

Each question counts for 5 marks to make the total of 100 marks.

#### Choose the most correct answer:

1. **The use of a portfolio allows students to apply to start ... on their successes and lessons learnt**
  1. a lack of information
  2. to defer their examination
  3. to forget information learnt
  4. tray of evidence
  
2. **The following is a barrier to the collection of assessment evidence:**
  1. Summative assessment
  2. Criterion
  3. Ambiguity in instructions
  4. Assessment tools
  
3. **In outcomes based assessment the educator uses ...**
  1. group work of students only
  2. simple assessment methods
  3. a variety of assessment methods
  4. what will be taught in the future only.

- 4. A student demonstrates the following through a portfolio of evidence:**
1. Books he has read
  2. Skills and knowledge
  3. Knowledge only
  4. Skills and knowledge
- 5. The methods and styles of assessment must be ...**
1. opposite to the outcomes being assessed.
  2. inappropriate to the outcomes being assessed.
  3. appropriate to the outcomes being assessed.
  4. opposite to the outcomes being assessed.
- 6. ABET Level 4 National Certificate is in the ... band of National**
1. Qualification Framework
  2. Further Education and Training
  3. General Education and Training
  4. Higher Education and Training
  5. None of the above-mentioned
- 7. Which of the following statements is most appropriate? A portfolio is evidence of ...**
1. student's studies
  2. pictures used
  3. student's achievement
  4. student's future.
- 8. Assessment by means of a portfolio is ...**
1. less informative.
  2. more competitive.
  3. focussing on route learning.
  4. involvement of learners in self-evaluation.
- 9. When organising information in a portfolio the student must present the evidence ...**
1. wrongly logically.
  2. logically.
  3. scatterdly.
  4. haphazardly.

**10. How should a student present evidence for assessment?**

1. It should be illustrative and graphic
2. It should contain anything a student might think of.
3. Details about the learner could be omitted
4. Information could be put in any order.

**11. To be able to convince assessors that a specific skill has been learnt a student has to:**

1. Tell them that she/he knows the work.
2. Provide them with evidence.
3. Inform them where she/he learnt it.
4. Argue with them about the skill.

**12. The ABE policy document (1997) states that assessment should ...**

1. recognise only future learning of the student.
2. recognise prior learning of the student.
3. recognise what the student does not know.
4. recognise only current learning of the student.

**13. One important principle in outcomes-based assessment is that assessment ...**

1. must look at students' needs.
2. should be left to chance.
3. must favour bright students.
4. must be based on evidence

**14. Portfolios allow teachers to ...**

1. track a learner's progress over time.
2. preserve a picture of a learner's achievement.
3. help the learner to reflect the educator's achievement.
4. understand the work production requirement.

**15. One requirement for a portfolio is:**

1. Range statement
2. Specific outcomes
3. Learning outcomes
4. Quantity

**16. Which statement incorrect below? Rules of acceptable feedback are that ...**

1. feedback should be constructive.
2. feedback should be lengthy.
3. feedback should be timeous.
4. feedback should be encouraging.

- 17. The National Qualification Framework indicates ... within education and training**
1. three to four levels
  2. lack of progression
  3. clear pathways
  4. employment information
- 18. To be able to convince assessors that a specific skill has been learnt a student has to:**
1. Tell them that she/he knows the work
  2. Provide them with evidence
  3. Inform them where she/he learnt it
  4. Argue with the about the skill
- 19. The FET band in the National Qualifications Framework provides for the following qualifications:**
1. National certificates and ABET Level 4
  2. National certificates, National Diplomas and Higher Diplomas
  3. National certificates only
  4. Grade 9 and Grade 12
- 20. The following statement is true about the mission of SAQA:**
1. Enhances the portfolio of the learner
  2. Identifies the strengths and weaknesses of the learner
  3. Creates an integrated framework for the portfolio building
  4. Enhance the quality of learning

**(20)**

## **SEMESTER 2**

### **ASSIGNMENT 02**

#### **Essay type questions**

#### **Compulsory**

**Unique number: 826643**

**Due date: 21 August 2018**

#### **Instructions**

For Assignment 02 you will have to answer essay type questions. The best way in which to approach this assignment is by doing the following:

- Read the question carefully and underline/highlight the key words/points.
- Jot down an outline of what you need to address in your answer. You can make use of a diagram if you prefer or a mind map for a start.
- You can now refer to your Study Guide and look for the relevant information based on the question as well as what you have jotted down.
- Once you have this information you can write your draft answer. When you are satisfied with your draft answer you can complete your final answer.
- Remember when you write your answer the key points must be clearly stated. Focus your answer and do not include unnecessary information if it does not relate to the answer.
- Remember to always support the information from the Study Guide with relevant examples.

#### **A Step by step study process**

Before you start with the assignments, we suggest the following step-by-step study process:

- Take a large piece of paper; write in a bubble in the middle of the page and then brainstorm your own ideas on what you think this module should be all about.
- Now compare your ideas with the contents pages of each unit in the Study Guide and write in cross references with page numbers, where your own ideas match with the contents.
- Browse through the study material, noting headings, diagrams, tables, print in italics or bold etc. Take notes of anything you find interesting or noteworthy.
- Now, refer to Study Guide and look at each study unit one at a time. Note that each study unit starts with an introduction and some suggested learning outcomes, activities and that each unit ends with a summary of the unit summary and answers to the self-help questions in the unit.
- Read the introductory material, then the headings of the main text and then the concluding paragraphs. This should give you a good idea of what each whole unit is all about.
- Now skim through the text more slowly and as you read, try to mind map the main ideas.



- Do not worry if you do not understand everything that you read as yet. Just try to work out the main ideas and what these imply for you as a teacher. Practice and familiarity will make you perfect in time.
- Having gained an overview of the learning material and how the concepts are related, you are now ready to start working through Study Guide in more detail in order to source the answers that are set in the assignments.

The pass mark for this assignment is 50%. You must answer all the questions.

## QUESTION 1

- 1.1 **“In collecting assessment evidence one can foresee some obstacles which may impede the learner’s success or progress.”**

Identify and discuss THREE (3) major barriers that learners may come across when preparing evidence for assessment. Explain how each of these barriers will be addressed (30)

- 1.2. List and describe the functions of a portfolio (20)

(50)

## QUESTION 2

- 2.1 Explain through a diagrammatic illustration the learning pathways as outlined by the NQF. (20)
- 2.2 Give and describe TEN principles of outcomes –based assessment. (30)

(50)

**ASSIGNMENT 02 TOTAL [100]**

### 8.9 Other assessment methods

There are **no** other assessment methods for this module.

However, there are also activities and self-help questions throughout the Study Guide. You are advised to attempt to answer these activities and self-help questions as they will help to broaden and consolidate your knowledge of what you have studied. You are **not** required to send your answers for marking unless if it is stated to do so in your Tutorial Letter.

### 8.10 The examination

You will write a **two-hour** examination in May/June 2018 for this module. If you are registered for the first semester, you will write the examination in May/June 2018 and the supplementary examination will be written 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 will be written in May/June 2019.

The examination paper will contain questions some of which may be similar to those you have written for your assignments. Answer simpler questions first and then move to more challenging ones later.

Ensure that your questions and sub-questions are numbered correctly; whether it is for the assignments or the examination. Marks are allocated for a number of facts and not only on one or two. Do not elaborate only on one or two facts but do write about the other relevant aspects that are required to answer the questions fully.

During the semester, the Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times.

The previous examination question papers are **not** available to students. You will also be required to hand in your examination question paper with your answer book after you have finished writing your examination. All the examination question papers are the sole property of the Examinations Office of the University of South Africa.

To be admitted to the examination you should complete all assignments.

Assignment 02 will contribute **20%** to the final mark. Examinations count for **80%** of the final promotion mark.

### **8.11 Demarcation or scoping of examinations and assessments**

**NB:** A College decision has been made that lecturers are not to demarcate scope specific work for examination purposes. Examination questions should be based on the entire work covering the notional hours of the modules. You are encouraged to learn everything. Where other competencies or skills are assessed differently during the tuition period, the various assessments will be spelt out clearly by the lecturer in Tutorial Letter 201.

According to Assessment Procedure Manual 2013, point number 4.5.2(e), the examination memoranda (guidelines, rubrics etc.) shall not be made available to students.

## **9. FREQUENTLY ASKED QUESTIONS**

We receive many enquiries from students asking the same questions repeatedly. Therefore, we have decided to include frequently asked questions in this Tutorial Letter.

The *Study @ Unisa* brochure contain an A-Z guide of the most relevant study information.

**Where do I get important telephone numbers if I want to do enquiries for example on administration issues, study material or on examination timetable?**

Important telephone numbers are provided in Tutorial Letter 101. You can also consult *Study @ Unisa*

**Which part of the work is more important?**

All the sections in the Study Guide are equally important and are assessed in the examination.

**I have not yet received my study material or misplaced it. Could you please mail or fax me a copy?**

No, unfortunately not, the study material is kept at a different department, namely Dispatch. Please consult *Study @ Unisa*. Ask whether the specific item has been despatched. If it has been despatched and you have not received it after a reasonable period of time, ask for another copy to be despatched to you. Please do **not** contact your lecturer for despatch or administrative matters. Kindly note that you can also find your study material in electronic format on *myUnisa*.

**I would like to do some additional exercises. Could you provide me with Tutorial Letters from previous years?**

Due to the limited storage space at Unisa, no Tutorial Letters from previous years are kept and/or made available to students.

**What do I do if I experience problems with the content of the study material?**

Contact your tutor or lecturer responsible for the module. You can phone your lecturer during official office hours from Monday to Friday (not evenings) Alternatively, make an appointment to see us personally if you live close to Pretoria, or write a letter or send an e-mail.

**My assignment is late because ... can I submit it at a later date?**

It is your responsibility to ensure that your assignment reaches UNISA's main campus on/or before the due date.

**Can you give me tips for the examination?**

No tips will be given to students. A College decision has been made that lecturers are not to make specific demarcations for examination purposes to students. Examination questions will cover the entire work based on the notional hours of the module.

You are advised to study the whole Study Guide/module (Tutorial Letter 501). Where other competencies and skills are assessed differently, you will be advised through the 201 Tutorial Letter. According to the Assessment Procedure Manual (2013), paragraph 4.5.2 (e), examination memoranda (guidelines, rubrics etc.) shall not be made available to students.

**10. SOURCES CONSULTED**

**No** sources other than the Study Guide were consulted.

## 11. IN CLOSING

We trust that you will enjoy this module. At the same time, we would like to take this opportunity of wishing you everything of the very best with your studies.

Kind regards  
Your Lecturer and the ABET Team

## 12. ADDENDUM

When preparing your assignments or for the exams, kindly note the following descriptions:

Word	Action
<b>Analyse</b>	Describe the various parts of X and explain how they work together, or whether they work together. Give points for and against.
<b>Compare</b>	Describe the major similarities between two or more ideas, topics, etc.
<b>Contrast</b>	Describe the major differences between two or more ideas, topics, etc. Define: Write a brief paragraph explaining the meaning of .... If there is more than one thing to define, explain any similarities or differences.
<b>Describe</b>	Give a detailed account of ...
<b>Discuss</b>	Write about the various opinions you have read on the subject. Give points for and against and draw a conclusion from the points presented.
<b>Elaborate on</b>	Write about a statement or a quotation that is part of the question.
<b>Explain</b>	Explain the statement/quotation in more detail and then state your viewpoint concerning it.
<b>Evaluate</b>	Give an opinion supported by evidence on the worth or value of something.
<b>Examine</b>	Divide into parts and describe each part critically.
<b>Explain</b>	Write out in detail; make clearer; examine reasons and causes.
<b>Give an account of</b>	Give a statement of facts in sequence.
<b>Illustrate</b>	Use a figure, a diagram, or specific examples to make the meaning clearer.
<b>Justify</b>	Give reasons for your conclusions or opinions.
<b>Outline</b>	Describe the essential parts only.
<b>Show</b>	Give reasons and causes.
<b>State</b>	Present clearly and concisely.
<b>Summarise</b>	Give the main points omitting details.