



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 important information
about the examination and feedback on Assignments 01

BAR CODE

LECTURER(S) AND CONTACT DETAILS

Lecturer(s)

The contact details of the lecturer 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 me. Please have your study material with you when you contact me.

Dear student

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

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

1. Feedback on assignment No.01

You are required to APPLY your understanding of assessment in the context of your subject as prescribed in CAPS. Before you attempt answering the assignment questions, please study the prescribed text book, the CAPS for the subject / phase of your choice as well as the National Protocol for Assessment Grades R–12.

Question: 1

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

This question required the student to explain what they understand about assessment in school context..

1.1 Various assessors that assess learners' work

Most students struggled to identify different assessors in a school context) Credit any response that indicates that the teacher and / or the learners (self- and peers or groups) and / or the moderator may assess learners' work in school contexts.

In a school there are various assessors that assess learners' work. The assessors include a learner himself/herself (**self-assessment**), a learner makes judgement of their own work to gain more insight into their own activities, shortcomings and strong points. Then there is **peer an assessor (peer-assessment)**, one learner assesses work of the other learner. There is also a **group as assessor (group-assessment)**, a group assesses its own work or one group assesses the work of other group. Its value is based on sharing the knowledge and skills. There is also a **teacher an assessor**, where the teacher makes assessment of learner's work and give feedback on whether learners understand the content knowledge and the effectiveness of the teaching method, at what level and what is still to be learnt.

1.2 Assessment a vehicle driving teaching and learning

It is through assessment that important information about learners (ability to learn) is gathered and results used to improve future planning for teaching and learning (modify teaching and learning activities).

Credit any response that indicates that the three components teaching, learning and assessment are inextricably intertwined in reality. Learning cannot occur without the learner being assessed, teaching cannot occur without assessment. Assessment takes the teaching and learning process forward – e.g. if classroom assessment indicates that the learners do not understand an issue properly, the teaching must be adjusted and repeated before we progress to the next aspect that relies on understanding of the previous aspect.

1.3 Unplanned assessment in a school context

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

Credit any answer that indicates that what happens during class often informs informal classroom assessment. Learners may ask questions – teachers would never know what they may ask when they plan their lessons and assessment activities. Every lesson must have a planned assessment however.

1.4 **Continuous assessment as an approach**

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

Credit any answer that explains that continuous assessment incorporates the types of assessments such as formal / informal, formative / summative, baseline, diagnostic, etc. Continuous assessment is the umbrella concept under which we may identify the types.

1.5 **Role of assessment in the progression of learners.**

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

Credit any answer that clearly indicates that assessment (specifically summative assessment after the learning process) provides evidence that a learner mastered the content (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 would cope with learning at the next level or standard, e.g. Grade 5. In this way assessment ensures that all learners in a grade (cohort) progress to the next

grade having achieved the learning required at 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.

You are to read the statements and decide if the statement given is True or False and then support your answer.

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 learning outcomes.

Credit one mark for TRUE and one mark for indicating that formal assessments are more summative in nature and confirms that learners are ready to move to the next level of complexity / learn more regarding what was already achieved – it refers to assessment of learning. Informal assessments on the other hand evidence of progress, especially DURING the learning process as formative assessments / assessment for learning.

2.2 School-Based Assessment is a compulsory component for progression and promotion in all the different school phases. (2)

True: School-based assessment (SBA) is an assessment which 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 the particular class and learners being assessed.

Credit one mark for TRUE and one mark for indicating that progression is relevant to Gr 1-8 and promotion to Gr 9-12 – thus SBA is a compulsory for progression OR for promotion.

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

True Formal (standardized) assessment measures should be used to assess overall achievement, to compare learner's performance with others at their age or grade, or to identify comparable strengths and weaknesses with 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 record of learner performance.

Credit one mark for TRUE and one mark for indicating that this should be done as the exception rather than the rule as recording should not become a hindrance in 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 target instruction (teaching) and arm students with the knowledge and skills they will 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 learner's needs.

Credit one mark for TRUE and one mark for indicating that a variety of assessment methods such as written or oral, individual or pair / group tasks, and formative and summative tasks are included in the SBA's prescribed in 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 to dutiful and progressive work. It shows the ability of the teacher to organize his resourcefulness and enthusiasm regarding the teaching, assessing and the progress learners make throughout their learning stages.

Credit one mark for TRUE and one mark for indicating that assessment results should inform decisions about more effective teaching approaches and methods used by teachers as well as more effective ways of learning and studying used by learners.

Question 3

You are required to make use of the CAPS document for your specific grade and subject / phase to respond to the following regarding 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 Department of Basic Education and is specific to topics, content and grade. Student are not going to be disadvantage of not indicating five topics, since some subjects do not have five topics.

The table below shows examples of the 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	Biosphere, properties of material, energy and change, separating mixtures, sexual reproduction, 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, World of work, and Physical Education

3.2 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: describes the actual activities the learners will be engaged in, e.g. (tests, examination, assignment, investigation, oral presentation, project, practical demonstrations, case study, project, demonstrations, performances, portfolio and etc.

- Term test and year end examination - summative assessment
- Written research task – formative assessment
- Class test before a new topic is taught – baseline assessment
- Oral questioning in class by the teacher to pin-point problem areas or gaps in the

learners understanding – diagnostic assessment

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

b) Types of Assessment: describes a range of **assessment approaches** can be used for different reasons at various stages in the learning sequence, e.g. formative, summative, diagnostic, continuous assessments

3.3 Indicate seven levels or rating descriptors that you will use when assessing learners in your subject. Use percentages and one-word descriptors in this regard. Present your response in a table with a heading, seven columns and two rows. (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 3 rows and 8 columns. Credit every column ONE mark if BOTH the percentages and descriptor are correct.

Rating	description of 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 table above and present it as two rows and seven columns, 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 sub-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:**

Formal assessment	Informal assessment
These are 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
It is formally recorded and used to inform stakeholders about education system	Mostly they are not recorded for grading and those that are, are used to monitor learning
EXAMPLES	
Examination, Tests, Assignment, Projects, presentations, Practical Task, Investigation,	Classwork, Homework, Weekly tests, Pre-test, observation, Investigation

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 number of formal assessments that should be recorded as part of continuous assessment. E.g.

Subject	Number of Formal Tasks
Mathematics 4-6	8
Social sciences 4-6	8
Natural Sciences 7-9	10
Life Orientation 7-9	7
CAT	6

Question 4

Develop an assessment activity or task (e.g. a research project, a poster, a written test, an experiment, etc.) 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 chose to do it in the particular way:

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

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

EXAMPLE: 1

4.1 The grade, subject, learning aims and topic

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: World of work

4.2. The purpose of doing the assessment activity

- To identify particular strengths and developmental needs of learners
- To build a profile of learner's achievement

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 S &W – diagnostic purpose

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

4.3 Assessment task or activity

clear description of the TASK /ACTIVITY the LEARNERS have to complete in terms of what they have to do individually, in pairs or groups, time frames, resources to be used and what to be submitted / presented.

Example: Learner has to do research and write about a career of their choice. The work should not be longer than two pages. The research activity needs to answer the following questions:

- a) Which career are you interested in after matric?
- b) Which subjects you need to pass to be accepted for further studies?
- c) How are you going to make sure you pass the subjects in grade 12?
- d) What contribution is the career going to make in South Africa?

4.4 Assessment product or performance containing / presenting the evidence

Research. After the research is completed, learners will make an oral presentation where marks will be awarded for the work done.

4.5 Your role as the teacher in guiding the assessment activity

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

4.6 The nature of the assessment (formal or informal)

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

4.7 The assessment method and associated assessment instrument

A rubric will be used to assess the research and presentation. It will have criteria and descriptors on how the assessment will be done. It will be distributed to the learners and expectations clarified. Another example: Assessment Method: Class test AND Instrument: Question Paper and memorandum.

4.8 The assessor/assessors

Give a reason of choosing the assessor. E.G. Teacher is the assessor because this is a formal assessment that will be recorded for reporting purposes.

4.9 Assessment criteria for assessing the task/activity/product: (Please note that the criteria must be described in different ways using example below)

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 of career	The learner was able to choose a career that is available in South Africa where he can find employment.
Reason for choosing the career	The learner was able to give valid reasons why they 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 needed for them to pursue their chosen area. They were able to articulate how they were going to work to achieve those better marks in these subjects.
Usage of grammar	The learner was able to adequately use language grammar in a way that the message that was communicated to the audience was clear.
Presentation skills	The learner was confident in presentation of their essay. The presentation was polished and aroused interest

4.10 Feedback mechanism/s and process Describe how feedback will be provided to learners) Feedback will be given to individual learners after marking has been completed. Written feedback will given to specific individual learners with clear information on areas of concern and improvement. After feedback is completed, learners will be given another chance to re-write the research and the work will be re-assessed/ marked.

4.11 Recording and reporting

Make use of the Policy on Recording and Reporting: (Both formal and informal assessments can be recorded for different reasons, e.g. formal- for reporting purposes and informal- to track of learner's understanding and monitor learning). Once the 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 done in the context of assessing Grade 6 learners in Mathematics.

EXAMPLE 2

4.1. The grade, subject, learning aims and topic (4)

Grade: 6

Subject: Mathematics

Learning Aim: Guide learners to be confidence and competence to deal 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)

Learners should be able to use BODMAS to simplify calculations. (Textbook)

4.3 Assessment task or activity (3)

The learners should simplify the following:

- 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 Assessment product or performance containing / presenting the evidence (2)

The learners must make simplify given sums by using 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 will be moving from group to group assisting learners while they discuss and complete the activity in their books. Addressing learners with special needs (barriers in learning).

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

This is a classwork exercise and 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)

Marking Memorandum will be used:

- | | | | |
|----------------------|-------------|-------------|-------------|
| a) $12 + 6 \times 5$ | b) $16 - 4$ | c) $22 - 8$ | d) $58 - 2$ |
| $=12 + 30$ | $=12$ | $=14$ | $=56$ |
| $=42$ | | | |

4.8 The assessor/assessors (2)

Group assessment: once the classwork is done groups will exchange and one group give their books to other group members. After marking, books will be returned to group owners.

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

Marks will be allocated according criteria

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

4.10 Feedback mechanism/s and process (2) (report on how feedback will be given)

After marking, groups will receive back their books and report to class their challenges and write down corrections as per class discussion and teacher input.

4.11 Recording and reporting (2)

This is an informal activity and will not be recorded

Question 5

Developing guidelines for planning assessments in your subject:

5.1 National Policy on Assessment, Curriculum and Assessment Policy Statement, Specific subject

Textbook, School assessment policy, National Protocol on assessment R-12.

5.2 CAPS (Curriculum and Assessment Policy Statement) Document

5.3 School Assessment Team (SAT)

5.4 The student had to follow the necessary steps of doing assessment in a classroom in developing the assessment criteria. **N.B. assessment should be done on the subject of choice. The assessment criteria are developed from the activity given at the beginning, from the grade, subject, topic and aims. Assessment criteria should be presented under a suitable heading. The set of assessment criteria should be clear statements describing the standards required of the learners in doing the assessment task / activity in observable and measurable ways.**

Example

“My grade 6 learners have to complete in groups an investigation on the favourite music for grade 7 learners.” (2)

Include at least six (6) assessment criteria in a logical sequence. (6 X 3) (18)

Subject: Mathematics

Grade: 6

Topic: Data Handling

Purpose: Learners must be able to collect, organize, represent, interpret and make conclusions on data collected.

Assessment activity and learner’s role: This assessment activity is an Investigation. Learners will collect data about the favourite music in grade 7 learners in our school. Once the data is collected, it must be organized using Tally table, the organized data will be represented on a double-bar graph. The learners will then use the data to calculate the median and the mode. Learners are expected to made clear conclusions about the outcome of the investigation.

Role of a teacher: The teacher will provide the necessary assessment rubric with marking criteria to the learners. The teacher will direct and guide the learners throughout the completion of the investigation.

Marking instrument: Rubric;

Assessment criteria for the investigation given as follows:

Assessment Criteria	Rating scale		
	0	1	2
	Descriptors		
Prediction of the outcome of investigation	Prediction not in line with the investigation	Prediction made is vague	Prediction is direct and in line with the investigation
The question for the investigation	Incorrect question for the investigation given	Question incorrectly phrased	Question will help learners solstice correct information
Names of the interviewees provided	Names of the interviewees not provided on the designed table	Incomplete number of interviewees provided on the table	Table completed indicating 20 girls and 20 boys interviewed
Tally Table completion	Tally table incorrect	Not all data collected during the investigation displayed on the Tally table	Tally Table neatly completed and all parts correctly labelled
Drawing of double-bar graph	No grapg drawn	The graph is drawn but missing description of the x- and y- axes and the keys for the bars.	All the necessary descriptions of the graph given: x- and y-axes labelled correctly and the keys of the bars given.

Conclusion on the data	No conclusion given	The conclusion does not relate to the outcome of the investigation	The conclusion was well articulated and relates to the groups investigation outcome
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Nature of assessment: This is a Formal assessment and will be recorded for end of Term reporting.

Feedback to learners: Once marking is completed each group will receive a written feedback indicating areas of improvement. An overall class feedback will also be given highlighting overall performance of the learners and corrections will then be discussed.

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

The examination

Examination admission

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

How will this work in practice?

As explained above you need to qualify to write the examination, as 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 fifteen 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 will be written in Jan/Feb 2019.

During a particular semester, the Examination Section will provide you with information regarding the examination in general, 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 changes 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

NB: In terms of a decision reached by the College, 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. 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 by the lecturer in Tutorial Letter 201.

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

FREQUENTLY ASKED QUESTIONS

The My Studies @ Unisa brochure contains an A-Z guide to the most relevant information.

The frequently asked questions in this module (EDAHOD5) are:

Question: I need more time to complete my assignment.

Answer: It is not possible to extend the due date 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 are 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 the assignments again. Students will not gain admission to the examinations without the submission of Assignment 01.

Question: I do not have internet access.

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

Question: I have not yet received my study material. Can you send it to me?

Answer: No, unfortunately, the study material is kept at a different department. Please contact the relevant section and ask whether the specific item has been dispatched. If it has been dispatched and you have not received it after a reasonable period of time, ask for another copy to be dispatched. You can also find your study material on MyUnisa. Refer to paragraph 1.1 on how to access MyUnisa.

Guidelines for Examination preparation

Please take note that no delimitation of the content of modules may be made in guidelines for the examination anymore. All the content in Tutorial Letter 501 and the prescribed textbook is being examined in the examination paper.

- The examination duration is 2 hours and the mark allocation is 100.
- Contrary to previous years' papers, THERE ARE NO MCQ's 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. Directly by means of short paragraph type questions requiring you to define or describe or explain such concepts and indirectly in longer type questions when you have to apply your understanding to assessment to your context, i.e. assessing learners in your phase, subject and grades you teach / would teach.

- The paper consists of a series of question type that includes Low, Middle, High order questionnaing.
- Collectively the questions in the paper are 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 allocation to the questions in the paper vary considerably. Shorter type questions have mark allocations from 5, 8, and 10 up to 12 and 13 marks per question. Longer type questions where you have to apply what you have learned in this module to your context vary from 21 marks to as much as 31 marks per question. Obviously, the questions requiring higher order thinking have higher mark allocations than those requiring lower order thinking. Use the mark allocation to manage time during the examination.
 - Some of the questions are also similar to those in the assignments you completed during this semester. Note that the questions may be SIMILAR, but that they are not necessarily the SAME as in Assignment 1 and/or Assignment 02. This means that you will be required to USE what you have done in the assignments in the examination to RESPOND to similar questions.
 - 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. This way you will ensure that the questions which contribute most are done first, should you run out of time in the examination.
 - Take note that examination papers of previous years should be used with utmost discretion. Papers from 2015 onwards only included limited questions related to CAPS contexts. It would be prudent not to use papers prior to 2015 in this regard.
 - It would be inappropriate and even unethical should we as lecturers provide students with the memoranda or model answers to questions in the assignments and from previous years' examination papers? Please do not ask for this in preparation for the examination. Work out the answers for yourself when doing the assignments and revise your responses in terms of the comments from the marker.
 - Good luck with your preparation for the examination!

SOURCES CONSULTED

None

CONCLUSION

I hope that you will enjoy this module and I wish you success with your studies

Dr. A.S. Mawela

Mr. S.B. Mahlambi