

Activity Worksheet Answers

Planning, Setting, Moderation, Recording and Monitoring of ICASS for NC(V) and Report 191

Please note: the answers are typed in italics.

ACTIVITY 1

The elements of a good question paper

Before you start watching Module 2, discuss the following question in your group:

1. What do you consider to be the elements of a good question paper?

POSSIBLE ANSWERS

Guide the lecturers to consider the following elements of a good question paper:

- *No technical errors*
 - *Cover page: Name of subject, time allocation and mark allocation*
 - *Instructions to students are clearly specified and unambiguous*
 - *Layout is reader friendly*
 - *The questions on the paper/assessment task has the correct numbering*
 - *Pages are numbered*
 - *Appropriate fonts are used throughout the paper*
 - *Format is correct (check page breaks, spacing etc.)*
 - *Mark allocations are clearly indicated (Marks per question / instruction, after each sub- section, marks added and totals are correct)*
 - *The paper can be completed in the time allocated*
 - *Formula sheet / Answer sheets / Addenda attached where relevant*
 - *Drawings – Clear and complete (With mark allocation) where relevant*
 - *The quality of illustrations, graphs, tables etc. is clear and print ready*
 - *Paper printed and checked before forwarded to Moderator as final*
 - *List of materials required to complete the task is provided where*
 - *A clear indication is provided of the evidence that needs to be produced during and/or on completion of the task (e.g. artefact, computer printout, activity sheet, written response, etc.)*
 - *The task is cost-effective*
- *Content coverage*

- *The task covers Topics, SOs and the LOs as prescribed in the policy and guideline documents for the particular subject and level*
 - *The weighting and spread of content of SOs and LOs covered is appropriate*
 - *The examples and illustrations are suitable, appropriate, relevant and academically Correct*
 - *The task allows for creative responses from students where relevant*
 - *The assessment standards are appropriately linked and integrated where possible*
 - *The content addressed is relevant and up to date with developments in the subject*
- *Cognitive levels*
 - *There is an appropriate distribution in terms of cognitive levels (Bloom’s taxonomy or any other taxonomy that may have been used).*
 - *Choice questions are of an equal level of difficulty where relevant.*
 - *There is a correct distribution of marks across topics/learning covered as per Subject Guidelines and Assessment Guidelines documents.*
 - *Sub-questions / sub-tasks range from simple to complex*
- *Language/Bias.*
 - *Subject terminology is used correctly.*
 - *The language is appropriate and unambiguous for the level of the candidate.*
 - *The task does not have any evidence of bias in terms of gender issues, race, cultural issues, and provincial and regional bias.*
 - *Passages / scenarios used in the task are of appropriate length.*

ACTIVITY 2

Assessment tasks constituting the ICASS mark

1. Where do you find the determinations for your specific programme?

Answer: In your Subject Guidelines/syllabi plus ICASS Guidelines and templates

2. Complete the following table with reference to your **own programme** and **subject**:

This answers will be subject specific. However, we have included a completed example below:

<i>Subject</i>	
<i>Programme</i>	
<i>Components of ICASS</i>	

<i>Minimum requirements for the ICASS</i>	
<i>Validity of year mark (how long is the year mark valid?)</i>	
<i>How long must evidence be kept?</i>	

ACTIVITY 3

Types of assessments included in the ICASS

Discuss the type of assessments that are included in the ICASS for your subject. Indicate the weighted value of each.

Please note that the answers will vary depending on the subject. Lecturers may use the following documents:

- *NC(V) ICASS Template Fundamental Annexure C Page 5*
- *Vocational Subjects Addendum D Page 12*
- *Report 191 Programmes*
- *Trimester Addendum T3 Page 17*
- *Semester Subjects Addendum S3 Page 22*

TYPE OF ASSESSMENT	BRIEF DESCRIPTION

REPORT 191 PROGRAMMES

Trimester subjects: Annexure T3 of ICASS templates

ANNEXURE T3: TRIMESTER ASSESSMENT TASKS FOR NATURAL SCIENCE - ENGINEERING STUDIES

Tasks	Time-frame	Type of Assessment Activity (the duration and proposed mark allocation can be increased but not reduced)	Scope of Assessment	% Contribution to the ICASS Trimester mark
1	Week 2-4	<p><i>Test 1</i></p> <p><i>The duration and marks should align with the external exam paper/s, e.g. if the examination paper counts 100 marks for 3 hours, then the test should count 30-35 marks for 1 hour duration</i></p>	<p><i>At least the first 30% of the syllabus content must be covered in Test 1</i></p>	30%
2	Week 5-8	<p><i>Test 2</i></p> <p><i>The duration and marks should align with the external exam paper/s, e.g. if the examination paper counts 100 marks for 3 hours, then the test should count 30-35 marks for 1 hour duration.</i></p>	<p><i>At least 75 - 80% of the syllabus content must be covered in Test 2</i></p>	70%
<i>Total</i>				100%

Semester subjects: Annexure S3 of ICASS templates

Tasks	Type of assessment activity (the duration and proposed mark allocation can be increased but not reduced)	Scope of assessment	% Contribution to the ICASS mark
1	<p><i>Assignment or practical task</i></p> <p><i>Minimum 100 marks</i></p>	<p><i>Should cover at least 80% of the practical component of the subject</i></p>	20%

2	<p><i>Test</i></p> <p><i>The duration and marks should align with the external exam paper/s, e.g. if the examination paper counts 100 marks for 3 hours, then the test should count 30-35 marks for 1 hour duration</i></p>	<p><i>At least 50% of the syllabus content must be covered in the Test</i></p>	<p>30%</p>
3	<p><i>Internal examination</i></p> <p><i>The duration and marks should align with the external exam paper/s, e.g. if the examination paper counts 100 marks for 3 hours, then the test should count 65-70 marks for 2 hours duration</i></p>	<p><i>At least 70 - 80% of the syllabus content must be covered in the Internal examination.</i></p>	<p>50%</p>
<i>Total</i>			<p>100%</p>

NC(V) PROGRAMMES

Fundamental subjects: Annexure C pages 5 – 11

ANNEXURE C: ICASS TASKS FOR FUNDAMENTAL SUBJECTS

C1.1 ICASS Tasks for First Additional Language Level 2

Task	Time-frame	Assessment activity	Scope of Assessment	Suggested Marks Allocated	% Contribution to the year mark Do not confuse the weightings of topics in the Subject Guidelines with the % contribution to the year
1	Term 1	Formal test	<p><i>Comprehension and summary and/or theory and/or language structures and conventions (Comprehension text: 400-500 words) (Summary: 200 words reduced to 60-70 words)</i></p>	<p><i>At least 50 marks</i></p>	<p>10%</p>

2	Term 1	Oral presentation & Listening Test	Prepared reading aloud and/or role play and/or giving directions and instructions and /or listening comprehension (2 minutes)	At least 20 marks	5%
3	Term 2	Functional writing (Shorter functional text AND longer functional text)	Shorter functional texts: visual representations and/or classified and display advertisements and/or poster and/or written procedures and/or written description. (80-100 words) (5 %) Longer functional texts: writing formal letters(letter of complaint and/or letter of enquiry and/or blog writing) (120-150 words) (10%)	Shorter Functional writing 20 marks Longer Functional Writing 30 marks	15%
4	Term 2 OR Term 3	Formal test	Comprehension and summary and/or theory and/or language structures and conventions (Comprehension text: 400-500 words) (Summary: 200 words reduced to 60-70 words)	At least 50 marks	10%
5	Term 3	Oral presentation	Prepared speech using visual, audio and/or audiovisual aids (in conjunction with ISAT) (2-3 minutes)	At least 20 marks	5%
6	Term 3	Assignment	Literature (Creative texts): Short story	At least 50 – 80 marks	25%
7	Term 2 OR Term 3	Internal Examination Paper 1 Internal Examination Paper 2	Subject Outcomes completed to date	Follow the norms in the suggested external examination papers	30% (Paper 1 = 15%) (Paper 2 = 15%)
TOTAL					100%

C1.2 ICASS Tasks for First Additional Language Level 3

Tasks	Time-frame	Type of assessment activity	Scope of assessment	Suggested Marks Allocated	% contribution to the year
1	Term 1	Formal test	Comprehension & summary and/or contextual questions for language and grammar structures and conventions and/or theory (Length of reading text to be guided by length of text to be summarised +/- 230-300 words) (Summary: 230 words reduced to 70-80 words)	At least 50 marks	10%
2	Term 1	Oral presentation and listening test	Introduction of a speaker or giving a vote of thanks or accepting and presenting awards or telephone conversation AND listening comprehension (2-3minutes)	At least 40 marks	5%
3	Term 2	Functional writing (Shorter AND longer functional texts)	Shorter functional texts: e-mail and/or fax and/or filling in a form and/or a flyer and/or a magazine advertisement and/or telephone message and/or memorandum (80-100 words) (5 %) Longer functional texts: notice, agenda and minutes and/or descriptive report and/or narrative report and/or expository report (120-150 words) (10%) (Reports 150-250 words)	Shorter Functional writing 20 marks Longer Functional Writing 30 marks	15%
4	Term 2	Oral presentation	Prepared subject-related speech using visual, audio and/or audio-visual aids (3 – 5 minutes)	At least 40 marks	5%
5	Term 2 OR Term 3	Formal test *	Comprehension & summary and/or contextual questions for language and grammar structures and conventions and/or theory (Length of reading text to be guided by length of text to be summarised +/- 230-300 words) (Summary: 230 words reduced to 70-80 words)	At least 50 marks	10%

6	Term 3	Assignment	Literature assignment: Poetry	At least 50 – 80 marks	25%
7	Term 2 OR Term 3	Internal Examination * Paper 1 Internal Examination* Paper 2	Subject Outcomes completed to date		30% (Paper 1 = 15%) (Paper 2 = 15%)
TOTAL					100%

C1.3 ICASS Tasks for First Additional Language Level 4

Task	Time-frame	Type of assessment activity	Scope of Assessment	Suggested Marks Allocation	% contribution to the year mark
1	Term 1	Formal test	Comprehension & summary AND/OR contextual questions for language and grammar structures AND/OR communication theory (Length of reading text to be guided by length of text to be summarised +/-400– 500 words) (Summary: 250 words reduced to 75-85 words)	At least 50 marks	10%
2	Term 1	Oral presentation and listening test	Negotiation and conflict resolution in structured scenarios AND/OR media or job interviews AND/OR demonstrating persuasive skill AND listening comprehension (4-5 minutes)	At least 40 marks	5%

3	Term 2	Functional writing (Shorter, intermediate and longer functional texts)	Shorter & intermediate functional texts: Letter of application and CV AND/OR proposal or other persuasive piece (120 -180 words) (5 %) Longer functional and reflective writing Reflective and critical writing (for example film or other review) AND/OR argumentative and discursive writing (newspaper or magazine article, editorial or letter to the press) (250 – 350 words) (10%)	Shorter & intermediate functional writing 20 marks Longer functional writing 30 marks	15%
4	Term 2	Oral presentation	Prepared subject-related speech, using visual, audio and/or audio-visual aids (5-10 minutes)	At least 40 marks	5%
5	Term 2 OR Term 3	Formal test *	Comprehension & summary AND/OR contextual questions for language and grammar structures AND/OR communication theory (Length of reading text to be guided by length of text to be summarised +/- 400-500 words) (Summary: 250 words reduced to 75-85 words)	At least 50 marks	10%
6	Term 3	Assignment	Literature assignment: Film Study AND/OR Novel	At least 50 – 80 marks	25%
7	Term 2 OR Term 3	Internal Examination* Paper 1 Internal Examination* Paper 2	Subject Outcomes completed to date		30% (Paper 1 = 15%) (Paper 2 = 15%)
TOTAL					100%

NOTE:

*The internal examination can be written either during the second term or the third term. If the examination is written at the end of the second term at least 60% of the curriculum must have been covered. If the examination is written in the third term at least 80%-90% of the curriculum must have been covered.

**C2.1 ICASS Tasks for Life Orientation Level 2
(Revised Mark Allocation Level 2– Implementation January 2018)**

TERM	PORTFOLIO ASSESSMENT	TOPIC	% contribution to the year mark
Term 1	1: Practical assignment (Life Skills)	Personal and Career Development Learning skills (Integration with ICT content and topic as per Assessment Guidelines)	20%
Term 1	2: Formal practical test (ICT)	Word processing (Integration with life skills content and topics as per Assessment Guidelines)	10%
Term 2	3: Formal Test (Life Skills)	Health and Well-being	10%
Term 2	4: Formal practical test (ICT)	Excel spreadsheets (Integration with life skills content and topics as per Assessment Guidelines)	10%
Term 3	5: *Project assignment (Life Skills)	Citizenship (Integration with ICT content and topics as per Assessment Guidelines)	20%
Term 3	6: Practical assignment (ICT)	PowerPoint and Internet and Email practical (Integration with life skills content and topics as per Assessment Guidelines)	10%
	7: Internal Examination	Internal examination Paper 1 and Paper 2 on topics completed to date (Paper 1 = Life Skills: 15%) (Paper 2 = ICT: 10%)	20%
<i>Total</i>			100%

NOTE:

*The Project should include an aspect of HIV and AIDS.

*The Project should be given to students so that they can complete this in the mid-year Vacation.

The internal examination can be written either during the second term or the third term. If the examination is written at the end of the second term, at least 60% of the curriculum must have been covered. If the examination is written in the third term at least 80%-90% of the curriculum must have been covered.

It is important to note that the minimum number of teaching hours for the subject Life Orientation must be the same as for the other subjects.

**C2.2 ICASS Tasks for Life Orientation Level 3
(Revised Mark Allocation Level 3– Implementation January 2018)**

TERM	PORTFOLIO ASSESSMENT	TOPIC	% contribution to the year mark
Term 1	1: Practical assignment (Life Skills)	Personal and Career Development Learning skills (Integration with ICT content and topic as per Assessment Guidelines)	20%
Term 1	2: Formal practical test (ICT)	Word processing (Integration with life skills content and topics as per Assessment Guidelines)	10%
Term 2	3: Formal Test (Life Skills)	Health and Well-being	10%
Term 2	4: Formal practical test (ICT)	Excel spreadsheets (Integration with life skills content and topics as per Assessment Guidelines)	10%
Term 3	5: *Project assignment (Life Skills)	Citizenship (Integration with ICT content and topics as per Assessment Guidelines)	20%
Term 3	6: Practical assignment (ICT)	PowerPoint and Internet and Email practical (Integration with life skills content and topics as per Assessment Guidelines)	10%
	7: Internal Examination	Internal examination Paper 1 and Paper 2 on topics completed to date (Paper 1 = Life Skills: 15%) (Paper 2 = ICT: 10%)	20%
Total			100%

NOTE:

*The Project and/or Practical assignment should include an aspect of HIV and AIDS.

*The Project should be given to students so that they can complete this in the mid-year Vacation.

*The internal examination can be written either during the second term or the third term. If the examination is written at the end of the second term, at least 60% of the curriculum must have been covered. If the examination is written in the third term at least 80%-90% of the curriculum must have been covered.

It is important to note that the minimum number of teaching hours for the subject Life Orientation must be the same as for the other subjects.

**C2.3 ICASS Tasks for Life Orientation Level 4
(Revised Mark Allocation Level 4– Implementation January 2018)**

TERM	PORTFOLIO ASSESSMENT	TOPIC	% contribution to the year mark
Term 1	1: Practical assignment (Life Skills)	Personal and Career Development Learning skills (Integration with ICT content and topic as per Assessment Guidelines)	20%%
Term 1	2: Formal practical test (ICT)	Word processing (Integration with life skills content and topics as per Assessment Guidelines)	10%
Term 2	3: Formal Test (Life Skills)	Health and Well-being	10%
Term 2	4: Formal practical test (ICT)	Excel spreadsheets (Integration with life skills content and topics as per Assessment Guidelines)	10%
Term 3	5: *Project assignment (Life Skills)	Citizenship (Integration with ICT content and topics as per Assessment Guidelines)	20%
Term 3	6: Practical assignment (ICT)	Database and Internet practical (Integration with life skills content and topics as per Assessment Guidelines)	10%
	7: Internal Examination	Internal examination Paper 1 and Paper 2 on topics completed to date (Paper 1 = Life Skills: 15%) (Paper 2 = ICT: 10%)	20%
<i>Total</i>			100%

NOTE:

*The Project and/or Practical assignment should include an aspect of HIV and AIDS.

*The Project should be given to students so that they can complete this in the mid-year Vacation.

*The internal examination and the formal test (Term 3) can be swapped around to allow the examination to be written either during the second term or the third term. If the examination is written at the end of the second term, at least 60% of the curriculum must have been covered. If the examination is written in the third term at least 80%-90% of the curriculum must have been covered.

It is important to note that the minimum number of teaching hours for the subject Life Orientation must be the same as for the other subjects.

C3. ICASS Tasks for Mathematics and Mathematical Literacy

TASKS	Time-frame	Type of assessment activity	Scope of assessment	% contribution to the year mark
			Do not confuse the weightings of topics in the Subject Guidelines with the % contribution to the year mark	
1	Term 1	Formal test	Topics completed in term 1	10%
2	Term 1	**Assignment	Assignment on one or more topics completed to date	10%
3	Term 2	Formal test	Topics completed in term 2	10%
4	Term 2	Formal test:	Topics completed in term 1 and 2	20%
5	Term 2	**Assignment	Topics completed in term 2	10%
6	Term 3	Practical Assessment /**Assignment	Topics completed in term 3	10%
7	Term 2 OR Term 3	*Internal Examination Paper 1 Paper 2	All topics completed to date Paper 1=15 Paper 2=15	30%
TOTAL				100%

NOTE

*The internal examination can be written either during the second term or the third term. If the examination is written at the end of the second term, at least 60% of the curriculum must have been covered. If the examination is written in the third term at least 80%-90% of the curriculum must have been covered.

The **assignment must be completed within 5 days. A clear instruction sheet outlining the task and the resources required to complete the task must be given to students.

ANNEXURE D: ICASS TASKS FOR VOCATIONAL SUBJECTS

ICASS Tasks for vocational subjects

TASKS	Time-frame	Type of assessment activity	Time and proposed mark allocation *(can be increased but not reduced)	Scope of assessment	% contribution to the year mark
				Do not confuse the weightings of topics in the Subject Guidelines with the % contribution to the year mark	
1	Term 1	Test	1 Hour (50 marks)	Topics completed in term 1	10%
2	Term 1	PAT 1	As per PAT 1	As per PAT 1	25%
3	Term 2	PAT 2	As per PAT 2	As per PAT 2	25%
4	Term 2	Test*	1 Hour (50 marks)	Topics completed in term 1 and 2	10%
5	Term 3	Internal Examination*	As per external examinations (P1 & P2 where applicable)	Topics completed to date (P1 =15 & P2=15, where applicable)	30%
TOTAL					100%

NOTE:

*The internal examination can be written either during the second term or the third term. If the examination is written at the end of the second term, at least 60% of the curriculum must have been covered. If the examination is written in the third term at least 80%- 90% of the curriculum must have been covered.

Only one task is scheduled for term 3 to allow time for moderation and monitoring of portfolios and the completion of ISATs for submission on the last day of the 3rd term

ACTIVITY 4

The setting of assignments/projects/practicals

Complete the table on the setting of assignments/projects/practicals according to your field of expertise.

Please note that the answers for this activity will vary according to the subjects. You may use Annexure F, page 14 of the NC(V) ICASS Templates as a guideline:

PROGRAMME	SUBJECT	EXAMPLE OF ASSIGNMENT
Drawing Office Practice	<i>Engineering Graphics and Design</i>	<i>Create CAD templates using various layers, line weights and plotting</i>
Marketing	<i>Advertising and Promotion</i>	<i>Collect and investigate advertisements for a target</i>
Hospitality	<i>Food Preparation</i>	<i>Research recipes on a specific theme. Prepare and present the recipes</i>
Civil Engineering and Building Construction	<i>Concrete Structures</i>	<i>Nail a patent lightweight steel purin</i>
Tourism	<i>Tourism Operations</i>	<i>Compile a tour itinerary and calculate tour costs</i>
Electrical Infrastructure Construction	<i>Electronic Control and Digital Electronics</i>	<i>Build an electronic circuit</i>
Primary Agriculture	<i>Animal Production</i>	<i>Demonstrate feeding and handling of chickens</i>
Engineering and Related Design	<i>Fitting and Turning</i>	<i>Perform drilling operation</i>
Management	<i>Management Practice</i>	<i>Exercise team motivation and analyse a business</i>
Process Plant Operations	<i>Process Technology</i>	<i>Demonstrate safekeeping and handling of machinery and equipment</i>
Information Technology and Computer Science	<i>Computer Programming</i>	<i>Investigate security issues when using the Internet</i>
Education and Development	<i>Early Childhood Development</i>	<i>Conduct talk show on impact of culture and HIV/AIDS on early childhood</i>
Office Administration	<i>Office Data Processing</i>	<i>Create, edit and print a business letter and Excel</i>
Safety in Society	<i>Criminal Justice</i>	<i>Host mock court cases</i>
Mechatronics	<i>Computer Integrated Manufacturing</i>	<i>Assemble a mechatronic system and interfacing hardware and</i>
Process Instrumentation	<i>Instrumentation Technology</i>	<i>Install pneumatic transmitters and converters</i>
Finance, Economics and Accounting	<i>Applied Accounting</i>	<i>Record financial transactions from source documents</i>
Transport and Logistics	<i>Freight Logistics</i>	<i>Investigate the costs to transport specific goods by</i>

Fundamental	<i>Life Orientation</i>	<i>Volunteer to assist in a campaign to promote HIV prevention</i>
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ACTIVITY 5

Criterion 1: The purpose of the analysis grid

1. Read the following statement and discuss it in groups.

“The compilation of the analysis grid, which forms the first component when setting or moderating a paper, is very often neglected. Yet it forms the basis of the setting and moderation of papers.”

This is very true as the analysis grid ensures:

- *adherence to **weighted values** per topic as determined in the various syllabi/SAGs.*
- *that the paper complies with the requirements of covering all **cognitive levels***
- *correct **time allocation** and **paper length***
- *that the **standard** of the paper is appropriate (not too easy or difficult)*

ACTIVITY 6

Criterion 2: Technical criteria

1. Make notes of the most important aspects that you may need in your subject.

Possible answers:

- *Use DHET Guideline to the typing of papers and marking guidelines as a guideline*
- *Answers are also found in the hand out and will be discussed as part of the Storyboard*

ACTIVITY 7

Criterion 3: Content coverage

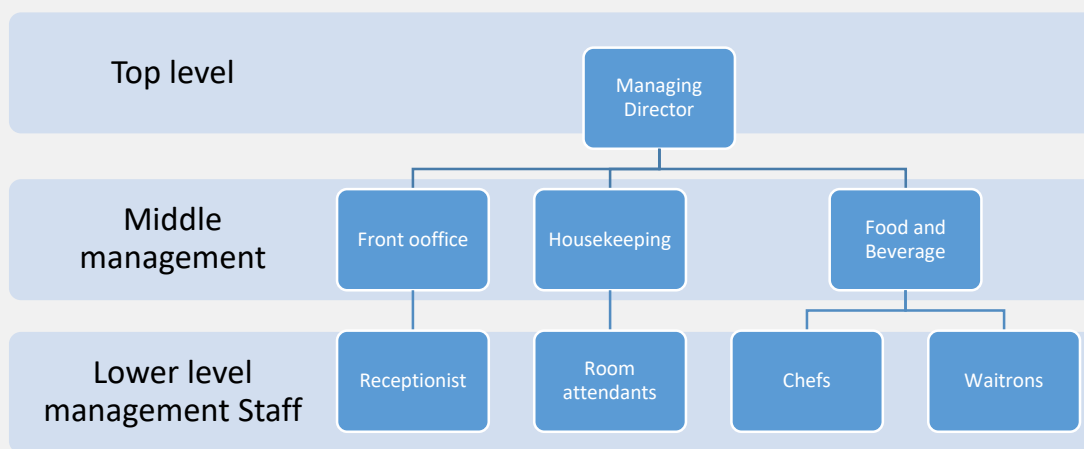
Correction of errors

QUESTION 1

Use the organogram from Songezo's Lodge to answer the questions that follow.

Answers:

Errors are highlighted in black – please read together with comments.



1.1 An annual general meeting (AGM) can be classified as a Meeting (1)

1.2 2.1.1 Discuss the etiquette that should be encouraged for successful formal meetings. (2)

2.1.2 Describe the criteria used to determine appropriate delegates for an executive meeting at Songezo's Lodge. (2)

1.3 By the end of the executive meeting, why is it important to reach decisions? (3)

1.4 Briefly define culture and list FOUR important aspects that you will look at in order to understand the culture of a specific nation. (3 + (4 x 1)) (7)

(20)

These additional comments answer all of the questions:

- Questions could be answered without organogram (no question is based on organogram)
- Numbering is not correct.
- Mark allocations are not correct
- Question 1.4 – multiple questions are asked in the same question.
- Question 1.3 is badly phrased.
- Total of question is incorrect.
- Typing errors

ACTIVITY 8

Criterion 4: Cognitive levels

Take any piece of theory/content/topic and set three types of questions on it to cover three different cognitive levels.

Please note these questions will vary according to the subject.

1. Question assessing lower order thinking skills:
Name the symptoms of food poisoning.
2. Question assessing middle order thinking skills:
Predict what would happen if you left food at room temperature for 5 hours.
3. Question assessing higher order thinking skills:
Analyse the safety risks in a kitchen and examine different ways in which they can be avoided.

USE THE EXAMPLE OF EBM IN THE PARTICIPANT HAND OUT ALSO AS A GUIDELINE.

ACTIVITY 9

Criterion 5: Types of questions asked

Please note: There may be different opinions as subjects differ.

Possible answers:

SECTION	TYPE OF QUESTION	MARK ALLOCATION	COGNITIVE LEVEL
A	Multiple choice questions	2 marks each	Can differ from easy to difficult, depending on nature of question
A	True/false	1 mark	Easy to medium
A	Fill in the missing word	1 mark	Easy
A	Fit Column A to B...	2 marks each	Easy to medium

B	Name/List/State	1 mark each	Easy
B	Define/describe	2 marks per fact	Easy
B	Discuss	2 marks per fact	It depends on the nature of the question.
B	Analyse	2 marks per fact	Difficult

ACTIVITY 10

Criterion 6 Language and bias

1. Read the following scenario critically. Identify and correct ALL the errors.

Answers: The errors are highlighted in black and explanations are provided.

1.1 List **the** duties of an employer. **List EIGHT duties...** (8)

1.2.1 Define an employer. (2 x 2) (4)

1.2.2 Who is an employee? **Mark allocation is vague.** (3)

Numbering above is wrong – there cannot be a 1.2.1 and 1.2.2 if there is not a 1.2

1.3 **Identify** FOUR duties of an employer. **List/Name** 1 mark each (5 x 2) (10)

1.4 Discuss the vicarious liability of the employer for the wrongful deeds of his employee. **Should be (5 x 2)** or **(10 x 2)** (10 x 1) (10)

/30/

Total is wrong.

2. The poor candidate. Was it really necessary to give this scenario?

Answer:

No, it was not necessary to give the scenario as all questions could be answered without reading the scenario



ACTIVITY 11

Criterion 8: The assessment tool

1. Discuss the importance of the assessment tool.

Answers:

- *It serves as a tool to facilitate consistent marking.*
- *Marking can only be accurate if the assessment tool is accurate and complete.*
- *A correct assessment tool ensures that no candidate is advantaged or disadvantaged.*
- *It facilitates proper moderation.*

ACTIVITY 12

Module 3: The moderation process

INSTRUCTION

Briefly discuss the following statement.

“The moderation process can be divided into two definite components.”

Possible answer:

- *Pre-assessment moderation*
- *Post-assessment moderation*