higher education
& training

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INTERNAL CONTINUOUS ASSESSMENT (ICASS) GUIDELINES FOR REPORT 191 PROGRAMMES IN FET COLLEGES

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FOREWORD

With the reinstatement of Report 191 programmes, the Department of Higher Education and Training (DHET) deemed it necessary to develop guidelines for the conduct of internal assessment for N1 to N6 programmes. The purpose of these guidelines is to set consistent standards for the:

- Setting and moderation of assessment tasks (pre-assessment quality assurance)
- Conducting and marking of assessment tasks (post-assessment quality assurance)
- Moderation and verification (post-assessment quality assurance)

Report 191 internal assessments prepare students for external examinations through formal assessment activities that support teaching and learning and build up ICASS marks that count towards the calculation of final examination results. In terms of *The National Policy on the Conduct, Administration and Management of the Examination of Formal Technical College Instructional Programmes (FTCIP),* these marks should be subjected to quality assurance mechanisms to ensure that uniformity of standards is maintained.
The quality assurance (i.e. moderation, monitoring and verification) mechanisms inherent in the assessment process serve to strengthen its credibility and thereby the credibility of the qualification. The overarching and founding principles of all assessment of Report 191 offerings are **quality** and **accountability.**

The Report 191 assessment marks are valid for a period of one year and are referred to as **ICASS Semester marks** and **ICASS Trimester marks**, depending on the duration of the programme. All assessment evidence should be available during this period should queries arise or further external moderation processes be conducted.

These assessment guidelines are implemented from 01 January 2013 and is an attempt to drive improved quality and uniform standards in the teaching and assessment of Report 191 subjects. Should there be contradiction between prescriptions in subject syllabi and these guidelines, syllabi must be adhered to. Furthermore, programme and promotion requirements for individual subjects as captured in the Report 190(2000/03) and Report 191(2001/08) policy documents must prevail and supersede these Guidelines.

These guidelines are applicable to students enrolled in Report 191 trimester Engineering Studies (N1-N6) and semester Business and Utilities Studies (N4-N6) in full time, part time and distance learning modes.

The Department of Higher Education and Training wishes you success in the planning, teaching and assessment of Report 191 programmes and encourages you to strive towards best practices in all aspects of implementation.

Dr MMA Maharaswa
Deputy Director-General
Vocational and Continuing Education and Training
Date

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1.   INTRODUCTION

This document provides guidelines for a common approach to the management, administration and implementation of the ICASS mark component in all subjects offered across Report 191 in N1 to N6 programmes.

Internal assessment provides the opportunity to assess students on an ongoing basis in the normal teaching and learning environment beyond the constraints of an examination process. It is integral in supporting the teaching and learning process. Both the student and the subject lecturer are able to evaluate learning progress and determine whether remedial interventions are needed.

These guidelines should be read in conjunction with the relevant Report 191 Subject Syllabi and *The National Policy on the Conduct, Administration and Management of the Examination of Formal Technical College Instructional Programmes (FTCIP).*

FET Colleges are expected to:

- develop a policy for internal assessment to cover all aspects in the complete assessment process (including amongst others procedures for student appeals and irregularities in accordance to *The National Policy on the Conduct, Administration and Management of the Examination of Formal Technical College Instructional Programmes (FTCIP);*
- compile trimester and semester assessment plans and schedules;
- design and moderate suitable assessment tasks and tools;
- conduct assessments as per the trimester/ semester subject assessment plan;
- conduct subject level moderation on marked assessments per subject as per the assessment plan;
- monitor the conduct and moderation of internal assessment;
- conduct verification of evidence and marks produced;
- report on the implementation of the internal assessment component and
- account for the implementation of the above to both the academic board and the DHET.

It is the responsibility of DHET to monitor and verify the moderation and implementation of internal assessment in campuses. The monitoring is done by means of:

- monitoring visits to colleges, and
- verification / analysis of monitoring and moderation reports and consultation with colleges regarding identified areas of concern.

2.   PLANNING FOR INTERNAL ASSESSMENT

Each subject is allocated a guardian lecturer/subject head/ coordinator whose

responsibility it is to ensure that all aspects relating to administration of assessment of the subject is adhered to according to these guidelines. A guardian lecturer may be responsible for a subject on more than one level or for more than one subject.

2.1   Subject Assessment Plan

The guardian lecturer/subject head/coordinator is required to oversee the development of a subject work scheme which provides details of the sequence and pace at which the subject content is to be taught. Once the subject work scheme has been developed, the guardian lecturer/subject head/coordinator must identify the lecturers responsible for setting and moderating assessment tasks and tools and develop a subject assessment plan for the academic period for each subject in all the Report 191 (N1-N6) levels.

The subject assessment plan should indicate the assessment tasks that must be approved, administered, moderated and recorded in an academic period. It must also provide the names of the lecturers responsible for the setting thereof and the timeframes. Details should be provided of the **subject aims/learning objectives** covered in each task. See **Sections B and C** for specific information on trimester and semester subject assessment plans.

These plans must be submitted to the academic head of the college for approval prior to the commencement of teaching and learning in the academic period. The management team at a college will use these assessment plans to monitor and verify the conduct of internal assessment.
Guardian lecturers/subject heads/coordinators are further responsible for coordinating the development and moderation of assessment tasks and tools.

2.2   Subject Assessment Schedule for the students

A subject assessment schedule indicates assessment tasks that will be administered in the academic period and must be provided to each student at the beginning of the academic period. This schedule should include the type of assessment tasks, the content to be covered, the duration and mark allocation, and the date of each assessment. This is drawn directly from the subject assessment plan. See **Sections B and C** for specific information on trimester and semester subject assessment schedules.

3.   THE ICASS MARK COMPONENT

3.1 Assessment tasks constituting the Semester/Trimester mark component

Internal assessment consists of tasks (tests, assignments and internal examinations) which lead to the compilation of the semester and trimester marks and is valid for one year. A candidate must obtain the pass percentage in the

combination of the ICASS mark and the examination mark in a ratio prescribed for the relevant instructional programme.

Note that the pass percentages and ratios vary for different instructional programmes and are found in the following policy documents.

- *Formal Technical College Instructional Programmes in the RSA, Report 191 (2001/08) Part 1 (N1-N3);*
- *Formal Technical College Instructional Programmes in the RSA, Report 191 (2001/08) Part 2 (N4-N6 and National N-Diplomas);*
- *Norms and standards for instructional programmes and the examination and certification thereof in technical college education, Report 190 (2000/03).*

By way of illustration, a few examples of subjects' promotion and ratio requirements are provided, but are not limited to:
- *Travel Services N6:*   Promotion requirement = 70%
- *Travel Services N5*:   Promotion requirement = 60%
- *Introduction to Educare Practice N4:*   Ratio of Semester: Exam = 60:40
- *Clothing Production N4:*   Ratio of Semester: Exam = 70:30
- *Fashion Drawing:*   Ratio of Semester: Exam = 70:30

Each student must complete the stipulated number of assessment tasks for each subject in a Report 191 academic period. See **Sections B and C** for the number and nature of trimester and semester assessment tasks. Only the marks achieved in these tasks will be used to compile an ICASS mark for each subject.

3.2   Additional Supporting Tasks

Additional tasks may constitute class tests or quizzes, observations, discussions, practical demonstrations, informal classroom interactions, etcetera, and are used for daily monitoring of students' progress. They are used to provide feedback to the students and to inform planning for teaching. Supporting tasks should not be seen as separate from learning activities taking place in the classroom, but should serve as building blocks to assessment. Additional and supporting assessments not contributing to ICASS marks can be recorded and filed separately, but will not be moderated externally. All aspects related to additional supporting tasks and assessments must be outlined in the college internal assessment policy.

3.3   Re-assessments

Re-assessments may not be administered simply to allow students to achieve higher scores after performing poorly in a task the first time. Allowing an additional opportunity to complete a task may be granted to a student who was absent for valid or special reasons, such as illness or death in the immediate family, and is done so at the discretion of the academic head of the FET College. In such an instance there must be proof of permission to re-assess and a new assessment task must be set and moderated before the assessment is conducted.

4. ASSESSMENT FOR DIFFERENT MODES OF DELIVERY

Report 191 policies allow for full time, part time and distance learning. The integrity and quality of these programmes should be maintained at the same high standard in all modes of delivery. ICASS mark requirements as stipulated for **trimesters (Section B)** and for **semesters (Section C)** are therefore applicable to all modes of delivery.

The setting and moderation of assessment tasks as well as the conduct of assessment for part time and distance learning delivery modes should comply with pre- and post-assessment moderation requirements set out in these guidelines.

The conduct of assessment in distance learning should be carefully organized and managed to ensure authentic student work and credible ICASS mark results. Assessments should be conducted under controlled invigilation organised by the college.

5. SETTING OF ASSESSMENT TASKS

Tasks may be set and administered by a campus **or** tasks may be set by one campus and shared with other campuses of a college or other colleges.

The latter is advocated provided that all measures are in place to prevent assessment information passing among students of various campuses and colleges. The credibility of these assessments must be highly protected and captured in the institutional policy on the conduct of assessments in the college.

The forms of assessment used in the ICASS mark component should be appropriate to the subject and developmental level of the students on the particular level. Tests should not be copied from previous examination papers but a limited amount of content from examination papers may be used. There must be evidence of careful thought and competence in the setting of questions. The assessment tasks should be carefully designed and weighted to cover the Subject Aims/Learning Objectives of the subject. The total number of marks allocated to a task should suit the scope of the particular task. The design of these tasks should ensure that a variety of knowledge and skills are assessed at the same cognitive levels and degree of difficulty as in the external examination. Less difficult internal assessments could lead to inflated ICASS marks that would be lowered through standardisation to the external written paper results.

The tasks included in the ICASS mark component should progressively and collectively cover the entire span of the learning objectives in a subject. Different curriculum learning objectives will lend themselves to different types of assessment tasks. See **Sections B and C** for information on trimester and semester assessment tasks.

Three types of assessment tasks are applicable for Report 191 subjects:

a) For Engineering Studies (trimester subjects) only **tests** are written.
b) For Business and Utilities Studies (semester subjects) one **test,** one **assignment** and one **internal examination** is conducted. Assignments can be written or practical, depending on the nature of the subject.

An analysis grid *(Annexure A)* should be compiled as part of the setting process and should accompany the task, and its assessment tool, for moderation. This grid provides an analysis of the assessment task with respect to the Learning Objectives covered and the duration and mark allocation and conceptual level attached to each question / instruction of the task. Each test and assignment must consist of a combination of short, medium and extended question types on different cognitive levels. An analysis grid works well for theoretical tasks but may not be suitable for all practical tasks.

In addition, the lecturer setting the task should complete a pre-moderation checklist *(Annexure B)* for the task to ensure that it meets the basic minimum criteria. This forms part of the pre-assessment moderation process and documentation and should be handed to the moderator with the assessment task.

6. SETTING OF ASSESSMENT TOOLS

The assessment tool which best suits the type of assessment task being administered must be compiled to match the type and purpose of the assessment task. It may include, but is not limited to, marking memoranda/guidelines, rubrics and checklists. In the case of practical tasks, a suitable marking tool has to be developed for evaluation of practical outcomes. See **Sections B and C** for the setting of specific trimester and semester assessment tools.

7. MODERATION OF TASKS

Moderation is a process to determine the standards applied in setting of tasks and in assessing students. It involves a judgment of the quality of the tasks and students' performance and is carried out before, during and after administration of tasks, whilst monitoring ensures that assessment is planned, administered and conducted according to the college internal assessment policy and assessment plans.

Moderation of internal assessment tasks takes place in two phases:
- **Pre-assessment moderation** is an evaluation of the task before it is administered in the classroom and is conducted by subject moderator.
- **Post-assessment moderation** is an evaluation of the quality of the assessment process and marking undertaken by the lecturer and is conducted by subject moderator.

7 .1   Pre-assessment Moderation

A lecturer who is a subject expert must moderate and approve the assessment task before it is administered to the students. This internal moderation of an assessment task must be conducted according to the subject assessment plan.

Annexure B provides details of the pre-assessment moderation process and an example of a checklist to be used in the pre-assessment moderation process.

7.2   Post-assessment Moderation

Moderation conducted on marked tasks after the administration thereof ensures that the assessment tool was applied correctly and that students have been treated fairly in the assessment process.

Annexure C provides details of the post-assessment moderation process and an example of a checklist to be used in this process.

7.3   Moderation Reports

Subject moderators, as indicated on the subject assessment plan, conduct the moderation of each assessment task for their relevant subject/s. Consolidated subject moderation reports per campus should be compiled and submitted to the academic head of the college to provide college management with the results achieved from each assessment and moderation cycle. Full moderation records must be accessible to college management to ensure that the assessment and moderation activities are done according to the internal assessment policy and plan of the college.

8.   RECORDING OF ICASS MARKS

When recording performance in assessment tasks, the marks achieved in each task must be converted to reflect the weighting for the subject. Marks should be rounded off to avoid the use of decimals. The converted mark must be indicated on the marked test/assignment/examination answer sheet as well as on the record sheet (e.g. 20/50 = 40% = 12/30).

Where a student completes less than the required number of tasks for the ICASS mark component, a zero (0) must be allocated to the tasks missed and the final total must be calculated according to the prescribed number of tasks (e.g. 20/30 + 0/70 = 20/100).

The number of tasks that should be recorded for trimester and semester programmes is specified in **Sections B and C***.* Marks for any additional assessment tasks may not be used for the calculation of the final ICASS mark. Record sheets constitute the official assessment records that must be kept by the college for monitoring, moderation and verification purposes. It is important to be mindful that these records constitute legal evidence, should a legal dispute be declared by a student or parent / guardian.

The record sheets should be used to compile the final ICASS mark for the subject that will in turn be transferred to the official ICASS mark sheet provided by DHET for the submission of ICASS marks for resulting purposes.

9.   EVIDENCE OF TEACHING AND ASSESSMENT

It is expected of each lecturer to provide evidence of engagement in teaching, learning and assessment. It is the responsibility of the subject lecturer to ensure that all this evidence is kept up to date and is available for monitoring, moderation and verification purposes.

9.1   Lecturer's Subject File

This file contains all teaching and learning resources for a specific subject. Where two or more lecturers are responsible for teaching the same subject, each lecturer must maintain a separate Subject File. The Subject File must be available at all times for monitoring purposes. The file must be kept up to date in all respects to ensure continuity in an instance where a relief lecturer has to take over.

The lecturer's Subject File must contain the following:

- Lecturer information that relates to the lecturer's appointment and duties (Name, ID no, qualifications, SACE registration, teaching/lecturing experience, workplace experience)
- Contents page
- Class registers
- Subject syllabus
- Subject work schedule/ work plan / pace setter
- Lesson plans and teaching resources
- Evidence of additional supporting tasks as required by college academic policy
- Evidence of review – diagnostic and statistical analysis, including notes on improvement of lessons and tasks for future use.
- Previous question papers / revision exercises / additional exercises /homework activities / work sheets / tutorials
- Minutes of subject meetings

9.2.   Lecturer's Assessment File

The lecturer must keep record of all tests, assignments and internal examinations administered in all the subjects he/she has taught and for all levels and class groups. The contents of the file must be arranged in chronological order per trimester/semester/year as well as per subject and/or per levels.

The lecturer's Assessment File must contain the following:

- Contents page
- Assessment schedules
- The assessment instruments and tools (the tests, assignments, internal examination papers and accompanying memoranda, marking guidelines, rubrics and checklists, whichever is applicable)
- Evidence of pre-assessment moderation (approval of the tasks beforehand)
- Evidence of post-assessment moderation (of 10% of the tasks)
- Mark sheets for all groups of students (handwritten or printed)
- Moderation reports and checklists.
- Evidence of verification of marks captured on the electronic system (electronic system print-outs)

9.3   Evidence of students' tasks.

Students' assessment evidence should be kept in arch-lever files, flat or hanging files or box files and should be available for moderation, monitoring and verification purposes, for the duration that the ICASS marks are valid and also for a reasonable period after examination results have been released to allow for instances where the ICASS marks are questioned and need to be verified. The college internal assessment policy must outline the manner in which the evidence will be stored.

The evidence refers to all the marked tests, assignments and internal examination papers (including the 10% moderated sample marked in green), accompanied by the electronic system print-outs of marks submitted to DHET.

The student's work serves as evidence:

- To track progress, growth and achievements of the student with regard to expected outcomes;
- To create opportunities for the students to reflect on their growth and development and set goals for self-development; and
- To inform lecturers' planning regarding extended enrichment or intervention strategies. Such
  intervention strategies should be devised and implemented after each assessment to ensure that poor performing students catch up.

10.   MONITORING OF IMPLEMENTATION

The academic line management at colleges is critical to ensure that the ICASS mark component of each subject is implemented in such a manner that it does not compromise the integrity of Report 191 programmes offered at the college.

Monitoring of assessment implementation should take place on a continuous basis during Report 191 academic periods, and could be weekly, monthly, quarterly, bi-annually and at the end of each cycle or academic period.

Academic line managers must monitor the implementation of the assessment component by perusing the following documentation and checking that all records are up to date against the schedule of dates provided in the subject assessment plan:

- Student subject assessment schedules;
- ICASS mark record sheets for each subject and for each class group;
- Student assessment evidence (marked and moderated tests and assignments);
- The correlation between marks on scripts and those captured on the electronic college system; and
- The correlation between marks on the college system and those submitted to DHET.

For effective monitoring and reporting purposes, two types of monitoring reports are required:

(a) A subject monitoring report *(Annexure D)* per lecturer reflecting the availability of
- Lecturer information
- Subject file content
- Assessment file content
- Evidence of students' work and post-assessment moderation evidence

(b) A composite pre- and post-assessment monitoring report *(Annexure E)* reflecting the combined pre- and post moderation status for a subject offered by different lecturers across campuses. This report should reflect the:
- Total number of students enrolled (across all campuses);
- Total number of students assessed (across all campuses);
- Total number of students who passed all assessments for the period (across all campuses);
- Total number of assessments conducted and moderated (across all campuses);
- Number of assessments conducted for this monitoring period expressed as a percentage of the
  total planned assessments for the subject (across all campuses); and
- Compliance to pre- and post assessment requirements

Academic line managers must   submit monitoring reports on all findings to the Academic Head of the College before the end of each term and in accordance with a schedule provided by the Academic Head of the college.

The Academic Head must, on the basis of the reports received, compile a college report to inform the college management on assessment implementation at the college and use the reports received from campuses to undertake visits to campuses, to acknowledge subjects and campuses where best practices are implemented and to ensure that the necessary support is provided to lecturers where the assessment implementation is being compromised.

During such visits spot checks and sampling should be undertaken to ensure that the marks captured on the ICASS mark record sheets can be backed up by student assessment evidence and lecturer assessment files.

11.   CONCLUSION

While these guidelines focus specifically on the processes to be followed to facilitate the implementation of the assessment component in Report 191 programmes, it is equally important that issues of **quality and accountability** be attended to.

The lecturer has a limited number of opportunities to assess the students' knowledge and competencies during the academic period and therefore each task must be planned and administered with great care.

The quality of each assessment task administered by the lecturer impacts directly on the final subject mark awarded to the student, and must therefore be credible, fair, valid, reliable and relevant.

SECTION A

TRIMESTER SUBJECTS

NATURAL SCIENCES - ENGINEERING STUDIES

SECTION A

TRIMESTER SUBJECTS (NATURAL SCIENCES - ENGINEERING STUDIES)

1.   Subject Assessment Plans and Schedules

The subject assessment plan indicates the assessment tasks that must be set, conducted and recorded for a trimester. See *Annexure T1* for an example of a trimester subject assessment plan.

The subject assessment schedule is derived from the assessment plan and is handed to students for their information and planning. See *Annexure T2* for an example of a trimester subject assessment schedule for students.

2.   Assessment Tasks Constituting the ICASS Trimester Mark

Each student must complete **two** assessment tasks in the form of the two tests per trimester. Only the marks achieved in the two tests will be used to compile the ICASS mark for the subject. The table below indicates these assessments:

TABLE 1: Number and spread of assessment tasks constituting the ICASS Trimester Mark across Report 191 trimester subjects (Engineering Studies)

SUBJECTS	WEEK 2 - 4	WEEK 5 - 8	TOTAL
Trimester subjects (46 - 49 Lecturing Days) Natural Sciences – Engineering Studies	Test 1	Test 2	2 Tests

3. Type of Assessment Task

Many of the trimester subjects constitute mostly of theoretical knowledge and is assessed best through written testing. Test questions may, however, include elements of applied competencies. A test should not comprise of a series of small tests, but should cover a substantial amount of content in one sitting.

Where possible, tests should be written during class periods to avoid the notion of test series and the accompanying loss of valuable teaching and learning time. **Annexure T3** provides details of the duration and mark allocations for tests for trimester subjects.

For trimester subjects, college policy may require one or two additional supporting assessment tasks such as short class tests to gauge the student's

learning progress, but such tasks may not be incorporated into the ICASS mark calculation.

4. Setting of Assessment Tasks and Tools

Tests must be set and moderated by subject experts. The questions should be set to cover the scope of assessment and weighting contribution to the final ICASS mark as indicated in *Annexure T3.* Each test must consist of a combination of short, medium and extended question types on different cognitive levels. Some syllabi indicate the percentage of different cognitive demand questions that should be included in the examination papers, and should therefore also be the case for tests. Each test must be accompanied by a marking memorandum that provides alternative answers and must indicate the mark allocation that corresponds with the test.

4.1 The Analysis Grid and Checklist

Lecturers setting a test should complete an analysis grid to indicate the content coverage, the duration, the mark allocation and the cognitive level of each question. *Annexure A* provides an example of an analysis grid.

To guide compliance to minimum requirements and the quality of assessment tasks, lecturers are required to complete a pre-assessment moderation checklist indicating the minimum criteria for the moderation process and timelines. *Annexure B* provides an example of such a checklist. The completed analysis grid and checklist must be submitted with the test and marking memorandum for pre-assessment moderation.

5. Recording of ICASS Trimester Marks

See *AnnexureT4* for the recording of trimester ICASS marks.

6. Evidence of Teaching and Assessment

Lecturers are required to maintain a **subject file and an assessment file** and to keep the actual scripts and assignments and artifacts in storage.

For effective teaching and learning it is important that students receive assessment feedback within a reasonable period of time, which should be not more than **five working days** after the test was written or the assignment handed in. The following procedure should be followed:

- The marked and moderated scripts are handed back to students;
- The memorandum/marking guidelines are discussed with the students;
- Students note corrections and keep a copy of the test or task and the memorandum; and
- The marked scripts are handed back to the lecturer for safe keeping and storage.

SECTION B

SEMESTER SUBJECTS

GENERAL - BUSINESS AND UTILITIES STUDIES

SECTION B

SEMESTER SUBJECTS (GENERAL - BUSINESS AND UTILITIES STUDIES)

1.   Subject Assessment Plans and Schedules

The subject assessment plan indicates the assessment tasks that must be set, conducted and recorded for a semester. See *Annexure S1* for an example of a semester subject assessment plan.

The subject assessment schedule is derived from the assessment plan and is handed to students for their information and planning. See *Annexure S2* for an example of a semester subject assessment schedule for students.

2.   Assessment Tasks Constituting the ICASS Semester Mark

Each student must complete **three** assessment tasks per semester. Only the marks achieved in these three tasks will be used to compile the ICASS semester mark for the subject. The table below indicates these assessments:

TABLE 2: Number and spread of assessment tasks constituting the ICASS Semester Mark across Report 191 semester subjects (General, Business and Utilities studies)

SUBJECTS	TERM 1	TERM 2	TOTAL
Semester subjects (75-78 Lecturing Days) N4 - N6 General – Business and Utilities Studies	1 Test **or** 1 Assignment	1 Test **or** 1 Assignment **and** 1 Internal Examination	1 Test 1 Assignment 1 Internal Exam (3 tasks)

3. Type of Assessment Tasks

Semester subjects may constitute theoretical knowledge, practical skills and applied competence. It must therefore be assessed in ways that best suit the nature of the subject i.e. tests and assignments. *Annexure S3* provides details of the duration and marks for assessment tasks for semester subjects.

3.1 Tests and Internal examination

Test questions should include elements of applied competence. A test should not

consist of a series of small tests, but should cover a substantial amount of content. Where possible, tests should be written during class periods to avoid the notion of test series and the accompanying loss of valuable teaching and learning time. Tests and internal examinations may not compromise teaching time.

3.2 Assignments

Assignments can be theoretical (written) or practical in nature. For assignments students are required to apply a combination of a series of procedures and techniques to new or workplace or simulated situations in order to demonstrate the required skills as specified in the criteria for the task. The product could be an artifact and/or a written product.

Assignments require students to find information and apply knowledge and skills. Students must be assessed on their understanding and application of learning material and not on rewriting text from sources.

Examples of practical assignments may include, but are not limited to, open book assignments, research assignments, writing of letters and reports, conducting a job interview in role play, doing a presentation or demonstration, investigating interest rates on loans and drawing up a budget.

 An assignment should be completed within 5 days (not necessarily consecutive) and the actual demonstration of the skill and knowledge should take place under controlled conditions.

3.3 Additional Supporting Assessment Tasks

For semester subjects the college assessment policy may require more additional supporting assessment tasks such as short class tests or quizzes to gauge the students' learning progress, but may not be incorporated into the ICASS semester mark calculation.

4. Setting of Assessment Tasks and Tools

Tests and assignments must be set and moderated by subject experts. Test questions and assignment instructions should be set to cover the scope of assessment and weighting contribution to the final ICASS mark as indicated in *Annexure S3.*

4.1 Tests

Tests must consist of a combination of short, medium and extended question types on different cognitive levels. The test must be accompanied by a marking memorandum/guidelines that provides alternative answers and must indicate the mark allocation that corresponds with the test.

4.2 Assignments

Assignments should not only include short questions that require straightforward answers, but should include questions/tasks that will encourage critical thinking and decision making skills. For assignments, students are required to write longer reflective answers, such as paragraph-type responses to a given scenario, e.g. case studies. Paragraphs providing reasons and supporting evidence/arguments are essential. The assignment must reflect a range of different cognitive levels. Assignments are normally assessed best by means of a marking memorandum or a rubric.

4.3 Practical assignments

Practical assignments involve practical tasks or exercises and application to contextualized problems. The structure of such a task must have a title, the procedure (method) and a conclusion or actual product (written evidence or an artifact). Practical tasks must cover the range of skills required by the curriculum.

As practical assignments are open-ended in nature, they should preferably be assessed by means of a rubric or checklist and not by a marking memorandum alone. The artifact or evidence produced by students may be similar, but not identical. Assessment in such tasks relies on evaluating the process as well as the artifact/ evidence.

4.4 Rubrics

When assessing student performance according to different degrees of correctness per criterion, rubrics are best suited. The criterion must describe the knowledge and/or skill to be assessed. The competence descriptors describe the levels of competence for each criterion.

When rubrics are used, they should be developed to include **4 competency levels**. Where more than 4 levels are used the evaluation is unnecessarily complicated and unrealistic criteria are included. An even number of levels encourages the lecturer to take a decision whether the student's performance falls in the upper or lower half of the 4 levels. Where an uneven number of levels are used (e.g. 3 or 5) there could be a tendency amongst lecturers to play it safe and choose the middle option (e.g. 2 out of 3 or 3 out of 5).

The assessment criteria used in a rubric should clearly distinguish between different levels of competency, and marks must be allocated per level. The total mark allocated to a criterion is guided by the importance of the criterion in the assessment process. Where one criterion may count 5 marks, another criterion could count 10 marks or more.

The mark allocated for a criterion considered as *'competent'* must not be less than the pass percentage of the particular subject (40% or higher) in order to align with the pass percentage stipulated for Report 191 subjects.

For example, where a criterion counts 10 marks and the pass requirement is 40% the marks must be spread across the 4 levels and marks awarded as follows:

0-3 = not yet competent = competency level 1
4-5 = competent = competency level 2
6-8 = highly competent = competency level 3
9-10 = excellent = competency level 4

Level of competency	4 Excellent	3 Highly competent	2 Competent	1 Not yet competent
Mark allocation (max =10)	9-10	6-8	4-5	0-3

An example of a rubric is provided in *Annexure S4.*

Checklists supporting rubrics

When using a rubric as an assessment tool it may be necessary to include the list of aspects being assessed in a criterion as part of the rubric so that the lecturer who is carrying out the assessment will know when a student has or has not covered all aspects required for a highly competent rating. For example, the list of items which should be checked in the criteria on the preparation of a function room *(Annexure S4)* should be provided as a separate list as part of the rubric to the lecturer to support the assessment process.

4.5   Checklists

A checklist is commonly used when wanting to establish whether a student is able to execute a simple task or not and only a *'yes'* or *'no'* is required against a list of activities. For example, when assessing whether a fax was sent or not on completion of a task, a simple checklist will suffice. This scenario does not expect marks to be allocated for a partial or incomplete task. This tool is most applicable when observing student performance in the execution of practical tasks.

4.6 The Analysis Grid and Checklist

Lecturers setting tests and assignments should complete an analysis grid to indicate the content coverage, the duration, the mark allocation and the cognitive level of each question. *Annexure A* provides an example of an analysis grid.

To guide compliance to minimum requirements and the quality of assessment tasks, lecturers are further required to complete a checklist indicating minimum criteria. *Annexure B* provides an example of such a checklist.

The completed analysis grid and checklist must be submitted with the test, marking memorandum/rubric/checklist for pre-assessment moderation.

5.   Recording of ICASS Semester Marks

See *Annexure S5* for the recording of ICASS semester marks.

6.   Evidence of Teaching and Assessment

Lecturers are required to maintain a **subject file** and an **assessment file** and to keep the actual scripts and assignments and artifacts in storage.

For effective teaching and learning it is important that students receive assessment feedback within a reasonable period of time, which should be not more than **five working days** after the test was written or the assignment handed in. The following procedure should be followed:

- The marked and moderated scripts are handed back to students;
- The memorandum/marking guidelines are discussed with the students;
- Students note corrections and keep a copy of the test or task and the memorandum; and
- The marked scripts are handed back to the lecturer for safe keeping and storage.

SECTION A

GENERAL TEMPLATES FOR TRIMESTER AND SEMESTER COURSES

ANNEXURE A: ANALYSIS GRID
This analysis must be done for ALL tests and must be submitted for pre-assessment moderation

SUBJECT & LEVEL:	LECTURER:
TASK:	MODERATOR:

Subject Aim/Learning Objective (LO) (Numbering only)	Question No.	Format/Type			± Duration (Minutes)	Mark allocation and Cognitive Level			Total Mark Allocation
		Short response *	Medium Response**	Extended Response***		1 Knowledge	2 Application	3 Analysis and Problem solving	
TOTAL MARK ALLOCATION									

*Short Response (multiple-choice, one-word, definitions, bulleted list, etc.)
**Medium Response (short explanations / descriptions requiring a couple of sentences)
***Extended Response (long explanations descriptions requiring several or more sentences)

	SIGNATURE	DATE
LECTURER		
MODERATOR		

ANNEXURE B: PRE-ASSESSMENT MODERATION PROCESS

NB: The term "examiner "refers to the lecturer who is responsible for setting a test/assessment task.

PRE-ASSESSEMENT MODERATION PROCESS AND TIMELINES

PROCESS	RESPONSIBILITY	TIMELINE
Allocate specific **examiners and moderators** names, per subject per level, to each assessment on the Assessment plans. The examiner and moderator must be two different persons. (Note: Examiners and moderators must be subject experts. The allocated examiners and moderators must be teaching the subject and level. Empower all staff to develop and moderate	HOD / Senior lecturer	Before classes commence for trimester/semester programmes
Add **internal college due dates** to manage the time lines in order to meet the Subject committee assessment plan deadlines.	HOD / Senior lecturer	Before classes commence for trimester/semester programmes
Managing of the due dates on the Subject committee Assessment plan.	HOD / Senior lecturer	Throughout the academic period
Moderation of assessments tasks and tools (Pre-moderation of tests, assignments, pre-exam tests, etc.): • Check that the examiner completed the 'Examiner's and Moderator's checklist': - Technical criteria - Content coverage - Cognitive skills - Types of questions - Language and bias - Overall impression - Assessment tool • Start by going through the entire assessment task and tool • Determine whether the students will be able to complete the assessment within the given time • Moderator must also complete the moderator's section on the 'Examiner's and moderator's checklist' • Moderator must give feedback regarding changes needed and make recommendations on checklist • Keep all evidence of the moderation process	Subject Moderator as allocated on internal assessment plan	As per internal assessment plan
Feedback to examiner	Subject Moderator as allocated on internal assessment plan	Within TWO days after receiving the assessment task and tool
Implement changes as recommended by the moderator	Subject examiner as allocated on internal assessment plan	Within TWO days after receiving feedback on the assessment task and tool.
Final approval of the assessment instrument for printing: • Print final approved assessment task and tool (Note: Check layout, fonts and alignment before submitting for printing)	Subject Moderator as allocated on internal assessment plan	Within ONE day after receiving the adjusted assessment task and tool

ANNEXURE B: PRE-ASSESSMENT MODERATION CHECKLIST

LECTURER: _____**MODERATOR:** _____

SUBJECT: _____**ASSESSMENT TASK:** _____

THIS CHECKLIST SHOULD BE COMPLETED BY THE LECTURER AND MODERATOR
(Lecturer to forward checklist WITH the assessment task to the moderator)

CRITERION 1: ANALYSIS OF TASK

(accompanying the assessment task)

CRITERIA	Examiner Yes/No/ N/a	Moderator Yes/No/ N/a
ANALYSIS GRID		
1.1 Name of subject, task, lecturer and moderator is provided		
1.2 Subject aims/learning objectives are listed		
1.3 Conceptual level indicated per question/ instruction along with mark allocation		
1.4 Spread of conceptual weighting indicated for the task as a whole		

CRITERION 2: TECHNICAL CRITERIA

CRITERIA	Examiner Yes/No/ N/a	Moderator Yes/No/ N/a
TASK		
2.1 Cover page: Name of subject, time allocation and mark allocation		
2.2 Instructions to students are clearly specified and unambiguous		
2.3 Layout is reader friendly		
2.4 The questions on the paper/assessment task have the correct numbering		
2.5 Pages are numbered		
2.6 Appropriate fonts are used throughout the paper		
2.7 Format is correct (check page breaks, spacing etc.)		
2.8 Mark allocations are clearly indicated (Marks per question / instruction, after each sub section, marks added and totals are correct)		
2.9 The paper can be completed in the time allocated		
2.10 Formula sheet / Answer sheets / Addenda attached where relevant		
2.11 Drawings – Clear and complete (With mark allocation) where relevant		
2.12 The quality of illustrations, graphs, tables etc is clear and print ready		
2.13 The quality of illustrations, graphs, tables etc is clear and print ready		
2.14 List of materials required to complete the task is provided where relevant		
2.15 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).		
2.16 The task is cost-effective		

CRITERION 3: CONTENT COVERAGE

	CRITERIA	Yes/No/ N/a	Yes/No/ N/a
3.1	The task covers Learning Objectives as prescribed in the policy documents for the particular subject and		
3.2	The weighting and spread of content of Learning Objectives covered is appropriate		
3.3	The examples and illustrations are suitable, appropriate, relevant and academically correct		
3.4	The task allows for creative responses from students where relevant		
3.5	The content addressed is relevant and up to date with developments in the subject		

CRITERION 4: COGNITIVE SKILLS

	CRITERIA	Yes/No/ N/a	Yes/No/ N/a
4.1	There is an appropriate distribution in terms of cognitive levels (Bloom's taxonomy or any other taxonomy that may have been used).		
4.2	Choice questions are of an equal level of difficulty where relevant.		
4.3	There is a correct distribution of marks across Learning Objectives		
4.4	Sub-questions / sub-tasks range from simple to complex		

CRITERION 5: TYPES OF QUESTIONS / TASKS

	CRITERIA	Yes/No/ N/a	Yes/No/ N/a
5.1	There is an appropriate distribution in the types of questions / tasks.		
5.2	The task is according to the requirements of the subject syllabus		
5.3	The type of task is authentic to the content being assessed		
5.4	There is a correlation between mark allocation, level of difficulty and time		

CRITERION 6: LANGUAGE AND BIAS

	CRITERIA	Yes/No/ N/a	Yes/No/ N/a
6.1	Subject terminology is used correctly.		
6.2	The language is appropriate and unambiguous for the level of the candidate.		
6.3	The task does not have any evidence of bias in terms of gender issues, race, cultural issues, and provincial and regional bias.		
6.4	Passages / scenarios used in the task are of appropriate length.		

CRITERION 7: OVERALL IMPRESSION

	CRITERIA	Yes/No/ N/a	Yes/No/ N/a
7.1	The task is of the appropriate standard. It compares favourably in relation to previous tasks.		
7.2	There is a balance between the assessment of skills, knowledge and values where applicable		
7.3	The task is in line with the relevant current policy documents.		

CRITERION 8: ASSESSMENT TOOL

	CRITERIA	Yes/No/ N/a	Yes/No/ N/a
8.1	Cover page: Name of subject, time allocation and mark allocation		
8.2	The assessment tool is appropriate for the type of assessment task being assessed.		
8.3	Format (Alignment, check page breaks, spacing) is correct		
8.4	The assessment tool is laid out clearly and is neatly typed		
8.5	Clear mark allocation is provided per question / instruction		
8.6	The assessment tool facilitates marking – clear guidance is provided on how to allocate marks		
8.7	Mark allocation corresponds with marks on the assessment task		
8.8	The assessment tool makes allowance for alternative responses where relevant		
8.9	Drawings are clear and complete with accompanying mark allocation where relevant		
8.10	The assessment tool is accurate		
8.11	Total number of marks is indicated per section and for the task as a whole		
8.12	Assessment tool was printed and checked before pre-assessment moderation		

RECOMMENDED CHANGES:
This section should be completed for the task and the assessment tool separately by the <u>moderator.</u>

TASK

The Task is APPROVED / CONDITIONALLY APPROVED / REJECTED

Item Number	Recommended Changes	Motivation

ASSESSMENT TOOL

The Assessment Tool is APPROVED / CONDITIONALLY APPROVED / REJECTED

Item Number	Recommended Changes	Motivation

GENERAL COMMENTS

	SIGNATURE	DATE
LECTURER		
MODERATOR		

ANNEXURE C: POST-ASSESSMENT MODERATION PROCESS

POST-ASSESSEMENT MODERATION PROCESS AND TIMELINES

PROCESS	RESPONSIBILITY	TIMELINE
Moderate 10% or a minimum of 5 written assessments • Moderators should familiarise themselves with the assessment • The marked scripts selected for moderation should reflect best, medium and poor performance. • Moderators should use a **green pen** only. • Moderators should re-mark the entire script and also show all √ as indicated on the assessment tool.	Subject Moderator (Subject expert: *empower all staff ! peer moderation*)	Within 2 days after the marked assessments were handed to the moderator
Feedback to marker: • Keep all evidence of the moderation process (E.g. 55 % / 66 %)	Subject Moderator	Within 2 days after the marked assessments were handed to the moderator
Re-marking is strongly advised in the following instances: • If the variance between the marker's and moderator's marks is greater than 5% for more than half of the moderated scripts. **(Note:** A remark of the entire batch is advised if the variance is applicable to more than half of the sample moderated) • If the variance between the marker's and moderator's marks is the result of incorrect marking. **(Note:** Sections/specific question/s indicated by the moderator of the entire batch must be remarked.) *Examples of incorrect marking:* *Awarding marks for incorrect answers* *Not awarding marks for correct answers* *Not marking alternative correct answers* *Incorrect allocation of marks*	Marker	Within 2 days after feedback was received from the moderator
If re-marking was advised, 10 % of the entire batch should be moderated again on completion of re-marking.	Subject Moderator	Within 2 days after re-marking
Errors in the adding of marks made by the marker: • Add and check totals of all scripts again **(Note:** *If for example, an adding error was made by the marker, the student must be given the correct (moderated) mark. The moderator should determine whether the error was restricted to the one script only. The moderator should moderate one or two additional scripts)*	Marker	
Hand assessments back to students • The converted mark must be indicated on the marked task, e.g. 60/100 = 60% = 45/75.	Lecturer	First contact session with students
Capturing of marks on IT system: After the moderation is completed the lecturer's (red pen) marks must be captured on the IT system. (Note: All students must benefit from the moderation and not only the sample of scripts moderated. The aim of moderation is to ensure consistency in the marking process) Corrections should be done (Note: As part of remedial work the lecturer should go through the task with the students)	Lecturer Lecturer	Refer to college policy First contact

ANNEXURE C: POST-ASSESSMENT MODERATION CHECKLIST

LECTURER:_____**MODERATOR:** _____

SUBJECT: _____**ASSESSMENT TASK:** _____

DETAIL OF MODERATION

Number of students assessed			
Number of answers sheets/scripts/assignments moderated			
ID Numbers and names of students whose scripts/assignments were moderated	Assessed Mark	Moderated Mark	Comments
1.			
2.			
3.			
4.			
5.			
6.			

THE FOLLOWING MUST BE COMPLETED BY THE MODERATOR

CRITERIA	Moderator
QUESTION PAPER	**Yes:√** **No: x** **n/a**
1. Students were not advantaged/disadvantaged in either/or questions (choice questions)	
2. Alternative answers have been accommodated where relevant and credited where applicable.	
3. All responses have been marked.	
4. Responses have been assessed and allocated marks in accordance with the assessment tool.	
5. The marks for the particular task have been totaled correctly	
6. The total mark achieved for the particular task has been converted to the correct weighting	
7. The weighted total mark achieved for the task has been correctly recorded on the record sheet.	
8. The lecturer was consistent in the assessment of students in the task.	

RECOMMENDED AREAS FOR IMPROVEMENT IN THE ASSESSMENT OF PERFORMANCE:
(This section must be completed by the moderator)

ITEM NUMBER	RECOMMENDED IMPROVEMENT	MOTIVATION

GENERAL COMMENTS

MODERATOR SIGNATURE: **DATE:**

ANNEXURE D - EXAMPLE OF A MONITORING REPORT TEMPLATE

Subject and Level	Name of Lecturer	Date
Designation of Moderator	Name of Moderator	Signature of Moderator

Checklist for the contents of the Lecturer Subject and Assessment Files

		ITEM	YES	NO
a)		Is the lecturer's information available? (Name, ID no, qualifications, SACE registration, teaching/lecturing experience, workplace experience, appointment and duties.		
b)		Does the **Subject File** contain the following:		
	1	Contents page		
	2	Class registers		
	3	Subject syllabus		
	4	Subject work schedule/ work plan / pace setter		
	5	Lesson plans and teaching resources		
	6	Evidence of additional supporting tasks as required by college		
	7	Evidence of review – diagnostic and statistical analysis, including notes		
	8	Previous question papers / revision exercises / additional exercises		
	9	Minutes of subject meetings		
c)		Are the documents in the file up to date and related to subject content?		

		ITEM	YES	NO
d)		Does the **Assessment File** contain the following:		
	1	Contents page		
	2	Assessment schedules		
	3	The assessment instruments and tools (the tests, assignments,		
	4	Evidence of pre-assessment moderation (approval of the tasks)		
	5	Evidence of post-assessment moderation (of 10% of the tasks)		
	6	Mark sheets for all groups of students (handwritten or printed)		
	7	Moderation reports and checklists.		
	8	Evidence of verification of marks captured on the electronic system		
e)		Are the documents in the file up to date and arranged in chronological order per trimester/semester/year as well as per subject and/or per levels for all the subjects taught and for all levels and class groups?		

Checklist for the student's Assessment Evidence

	ITEM	YES	NO
f)	Are the students' marked assessment evidence (scripts, artifacts, etc.) available?		
g)	Is there evidence of post-assessment moderation?		

NOTE: Where tasks cannot be contained as evidence in the Student Assessment File, for example a model or an artifact created by the student, their exact location must be recorded and available.

ANNEXURE E: COMPOSITE PRE AND POST MODERATION REPORT

Subject:	
Level:	
Campus(es):	
Faculty manager/HOD/programme manager:	
Total number of students enrolled:	
Total number of students assessed:	
Total number of students who passed the assessments for this period:	
Total number of assessments conducted and moderated:	
Number of assessments conducted for this period expressed as a percentage of the total planned assessments for this subject:	

Complete the checklist below for compliance to pre- and post assessment requirements

CRITERIA	YES	NO	Comment and corrective action if the answer is no
1. Lecturers and moderators are assigned prior to assessment implementation			
2. An approved subject assessment and moderation plan is used			
3. Assessment tasks and tools are pre-moderated			
4. Assessments are conducted according to assessment and moderation plan			
5. Post-moderation is conducted on 10% of the marked evidence			

....

HOD / Academic Head

Date:

SECTION B

TEMPLATES FOR TRIMESTER COURSES

ANNEXURE T1: EXAMPLE OF A TRIMESTER SUBJECT ASSESSMENT PLAN

Subject Name						Trimester				
No	Assess-ment Task	Assessment tool	Content coverage	Duration and mark allocation	Lecturer	Moderator	Submission date for pre-assessment moderation	Asses-ment date	Completion date of post-moderation
1	Test 1	Marking memo							
2	Test 2	Marking memo							

❖ Content coverage and weighting must be in accordance with the subject syllabi.
❖ Duration and mark allocation must be in accordance with the subject syllabi and external examination paper/s.
❖ Assessment dates will be informed by the FET College academic calendar for that academic year.

ANNEXURE T2: EXAMPLE OF A TRIMESTER ASSESSMENT SCHEDULE FOR STUDENTS

Subject						
No	Assessment Task	Assessment tool	Content Coverage	Duration and mark allocation	Assessment date	
1	Test 1	Marking memorandum				
2	Test 2	Marking memorandum				

o Content coverage and weighting must be in accordance with the subject syllabi.
o Duration and mark allocation must be in accordance with the subject syllabi and external examination paper/s.
o Assessment dates will be informed by the FET College academic calendar for that academic year.
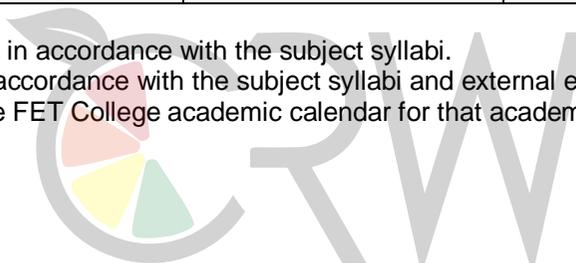
ANNEXURE T3: TRIMESTER ASSESSMENT TASKS FOR NATURAL SCIENCE - ENGINEERING STUDIES

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	Test 1 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	At least the first 30% of the syllabus content must be covered in Test 1	30%
2	Week 5-8	Test 2 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	At least 75 - 80% of the syllabus content must be covered in Test 2	70%
TOTAL				100%

ANNEXURE T4: RECORD SHEET FOR TRIMESTER COURSES - ENGINEERING STUDIES

SUBJECT:					
YEAR: ………………….TRIMESTER:…………… LECTURER:……………………………………………..			**ICASS MARK TASKS**		**FINAL ICASS MARK**
ICASS TRIMESTER MARK SHEET			TEST 1	TEST 2	
No.	**Student ID number**	**Student Surname & Initials**	Convert the mark to weighted %		**Total 100 %**
			30%	70%	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

SECTION C

TEMPLATES FOR SEMESTER COURSES

ANNEXURE S1: EXAMPLE OF A SEMESTER SUBJECT ASSESSMENT PLAN

Subject						Semester				
No	Assessment Task	Assess-ment tool	Content Coverage	Duration and mark allocation	Lecturer	Moderator	Submission date for pre-assessment moderation	Assess-ment date	Completion date of post-moderation
1	Test or Assignment	Marking memo or Rubric							
2	Test or Assignment	Marking memo or Rubric							
3	Internal examination	Marking memo							

- ❖ Content coverage and weighting must be in accordance with the subject syllabi.
- ❖ Duration and mark allocation must be in accordance with the subject syllabi and external examination paper/s.
- ❖ Assessment dates will be informed by the FET College academic calendar for that academic year.

ANNEXURE S2: EXAMPLE OF A SEMESTER ASSESSMENT SCHEDULE FOR STUDENTS

Subject Name					
No	**Assessment Task**	**Assessment tool**	**Content coverage**	**Duration and mark allocation**	**Assessment date**
1	Test or Assignment	Marking memorandum	30% of the syllabus		
2	Test or Assignment	Marking memorandum	50% of the syllabus		
3	Internal Examination	Marking memorandum	70-80% of the syllabus		

- ❖ Test = 50% of syllabus
- ❖ Assignment = 40% of syllabus
- ❖ Internal exam = 70-80% of the syllabus us with a minimum duration of 1 ½ hours
- ❖ The test and assignment can be swapped around.
- ❖ Some subjects have very specific promotion requirements that may deviate from this general template.

ANNEXURE S3: SEMESTER ASSESSMENT TASKS FOR GENERAL - BUSINESS AND UTILITIES STUDIES

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	Assignment or practical task Minimum 100 marks	Should cover at least 20% of the practical outcomes in the syllabus	20%
2	Test 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	At least 40 - 50% of the syllabus content must be covered in the Test	30%
3	Internal examination 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	At lease 70 - 80% of the syllabus content must be covered in the Internal examination.	50%
		Total	100%

ANNEXURE S4: EXAMPLE OF A RUBRIC FOR THE ASSESSMENT OF A PRACTICAL TASK (BUSINESS STUDIES)

RUBRIC FOR ASSESSMENT OF PREPARATION UP OF A FUNCTION ROOM

Assessment Criteria	Level 4: Outstanding	Level 3: Highly Competent	Level 2: Competent	Level 1: Not Yet Competent	Student's Mark
TASK 1 Stocktaking	All the stock and storage requirements for the task are correctly attended to. **(13 - 15 marks)**	Most of the stock and storage requirements for the task are correctly attended to. **(10-12 marks)**	Some of the stock and storage requirements for the task are correctly attended to. **(6-9 marks)**	Limited or none of the stock and storage requirements for the task are attended to. **(0-5 marks)**	
TASK 2 Application of health, hygiene and safety practices.	The student is dressed correctly; hair, nails and hands are clean and neat. **(4-5 marks)**	The student is mostly dressed correctly; hair, nails and hands are clean and neat. **(3 marks)**	The student is not dressed correctly; hair, nails and hands are clean and neat. **(2 marks)**	The student is not dressed correctly; hair, nails and hands are not clean and neat.**(0-1 mark)**	
TASK 3 Setting up a function room.	Setting up done sequentially and correctly as per the task and standard requirements. **(6-8 marks)**	Most of the setting up is done sequentially and correctly as per the task and standard requirements. **(4-5 marks)**	Some of the setting up is done sequentially and correctly as per the task and standard requirements. **(3 marks)**	Limited or no setting up process is followed or correctly done as per the task and standard requirements. **(0-2 marks)**	
TASK 4 Efficient time management.	Correct time management and consistent organisation for completion of the task **(6-7 marks)**	Correct time management and organisation allocated mostly for completion of the task **(4-5 marks)**	Struggle to manage time and limited organisation to complete the task **(3 marks)**	Poor or no time management and organisation **(0-2 marks)**	
				TOTAL MARK	**[35]**

SUPPORTING CHECKLIST FOR RUBRIC

CHECKLIST FOR PREPARATION OF A FUNCTION ROOM

TASK	CRITERIA	Possible weight
1	**Stocktaking before setting up the function room.**	
1.1	**Take stock of drinks** • Count quantities. • Check for breakages. • Check packaging. • Check whether requisitions were met as per requisition and order forms.	4
1.2	**Store drinks correctly** Refrigerator and dry store.	3
1.3	**Take stock of materials, furniture, linen and equipment.** • Tables and chairs. • Table cloths, overlays, silence cloths and napkins. • Crockery and cutlery.	4
1.4	**Store materials, furniture, linen and equipment correctly.** • Correct stacking of crockery and cutlery. • Correct stacking of table cloths, overlays, silence cloths and napkins. • Storeroom clean and neat, easy to find utensils, materials and equipment.	4
	Sub Total for Task 1	**15**
2	**Application of health, hygiene and safety practices.**	
2.1	White shirt, black skirt/trousers and black safety shoes.	1
2.2	Apron and name tag.	1
2.3	Clean and neat nails.	1
2.4	Hair neat and tied back.	1
2.5	Wash hands before the commencement of the practical.	1
	Sub Total for Task 2	**5**
3	**Setting of the front of the room according to the needs of the meeting.** • Lectern • Data projector • Microphone • Panel seating in the front of the room for later in the meeting • Room environmental control • Neatness	8
	Sub Total for Task 3	**8**
4	**Student's efficient time management.**	
4.1	Prompt arrival for the practical.	1
4.2	Completes the task in the set time.	1
4.3	Exhibits organisational skills in completing the task.	5
	Sub Total for Task 4	**7**
	TOTAL	**35**

ANNEXURE S5: RECORD SHEET FOR GENERAL - BUSINESS AND UTILITIES STUDIES

YEAR: ……………… SEMESTER: ………………

LECTURER:

FINAL ICASS MARK

No.	Student ID number	Student Surname & Initials	ASSIGNMENT 1	TEST 1	Internal exam	Total 100%
			Convert the mark to weighted %			
			20%	30%	50%	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						

ICASS SEMESTER MARK SHEET