



Tutorial Letter 101/3/2018

Introduction to Assessment in ABET

ABT1516

Semesters 1 and 2

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

IMPORTANT

This tutorial letter contains important information about your module.

BARCODE

CONTENTS

	<i>Page</i>
1. INTRODUCTION.....	3
2. PURPOSE AND OUTCOMES	3
2.1 Purpose.....	3
2.2 Outcomes	4
3. LECTURER AND CONTACT DETAILS.....	4
3.1 Lecturer.....	4
3.2 Department.....	5
3.3 University.....	5
4. RESOURCES	6
4.1 Prescribed books	6
4.2 Recommended books	6
4.3 Electronic reserves (e-Reserves).....	6
4.4 Library services and resources information	7
5. STUDENT SUPPORT SERVICES	7
5.1 Inventory letter	7
5.2 Tutorials.....	8
5.3 Discussion classes and video conferencing.....	8
5.4 Study groups	8
5.5 <i>myUnisa</i>	8
5.6 Free computer and internet access	9
5.7 <i>e-Tutoring</i>	9
6. STUDY PLAN	9
7. PRACTICAL WORK AND WORK-RELATED LEARNING	10
8. ASSESSMENT	10
8.1 Assessment criteria	10
8.2 Assessment plan.....	12
8.3 Assignment numbers.....	12
8.3.1 General assignment numbers	12
8.3.2 Unique assignment numbers	12
8.4 Submission of assignments.....	13
8.5 Submission of assignments.....	13
Plagiarism	13
8.6 The assignments.....	15
FIRST SEMESTER.....	15
SECOND SEMESTER.....	19
8.7 Other assessment methods	23
8.8 The examination.....	23
8.9 Demarcation or scoping of examinations and assessments	23
9. FREQUENTLY ASKED QUESTIONS.....	24
10. SOURCES CONSULTED	25
11. IN CLOSING	25
12. ADDENDUM	26

1. INTRODUCTION

Dear Student

Welcome to the module, **Introduction to Assessment in ABET**. We are very glad to have you as a student in the Department of Adult Basic Education and Youth Development. We trust that you will find this course interesting, helpful and enjoyable. We are certain that as a qualified Adult Basic Education Practitioner, you will have a vital contribution to make towards the development of your country.

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

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

In the Tutorial Letter 101 for **ABT1516**, you will find assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. It also provides all the information you need with regard to the study material and other resources and how to obtain them.

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

2. PURPOSE AND OUTCOMES

2.1 Purpose

This module will be useful to people who are interested in gaining the knowledge, skills and applied competence to conduct outcomes-based assessment in ABET. This includes the administration of pre-designed internal assessment instruments and external assessment and in conducting appropriate follow-up after the assessment. People accredited with this module will be able to carry out assessments in a fair, valid, reliable and practical manner that is free of bias.

2.2 Outcomes

At the end of the module, you will be able to:

- Demonstrate understanding of key concepts and principles concerning the outcomes-based system of learning and assessment within the context of the National Qualifications Framework (NQF).
- Describe and compare a variety of assessment methods in terms of how they could be used when conducting assessments in different situations and for different purposes.
- Demonstrate knowledge of how to plan and prepare for assessments.
- Conduct internal assessments using prescribed instruments.
- Administer external assessments.
- Provide feedback on assessments.
- Review and follow-up assessments.
- Fulfil administrative requirements of a learning group.

3. LECTURER AND CONTACT DETAILS

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

- Name and surname
- Student number
- Module code
- Unique number of the Assignment
- Contact details

3.1 Lecturer

Ms Kedibone Mokwena

Lecturer

Office 00-006, Building 10, Sunnyside Campus

Tel: +27 (0) 12 481 2701

E-mail: mokwegk@unisa.ac.za

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

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

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

3.2 Department

Ms Phumza Malangeni

Administrative Officer

Office 00-016, Building 10, Sunnyside Campus

Tel: +27 (0) 12 484 1118

E-mail: malanp@unisa.ac.za

Mr George Moima

Administrative Officer

Office 01-050, Building 10, Sunnyside Campus

Tel: +27 (0) 12 429 8528

E-mail: moimamg@unisa.ac.za

3.3 University

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

The Registrar
University of South Africa
PO Box 392
UNISA
0003

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

If you have administrative queries regarding your assignments, for example, you want to know whether the university has received your assignment, you can e-mail your query to: assign@unisa.ac.za

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

Written assignments should be addressed to:

The Registrar
P O Box 392
UNISA
0003

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

To submit an assignment via *myUnisa*:

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

We receive many enquiries from students asking the same questions over and over again. We have, therefore, decided to include these frequently asked questions in this tutorial letter.

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

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

4. RESOURCES

4.1 Prescribed books

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

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

- Only Study Guide for ABT1516 (Introduction to Assessment in ABET)
- Tutorial Letter 101
- Follow-up Tutorial Letter

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

4.2 Recommended books

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

4.3 Electronic reserves (e-Reserves)

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

4.4 Library services and resources information

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

The Library has compiled numerous library guides:

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

5. STUDENT SUPPORT SERVICES

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

- Study guide
- Tutorial Letter 101 for ABT1516 and other Tutorial Letter(s) in due course.

E-mail address for the study material section/despatch department: despatch@unisa.ac.za

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

5.1 Inventory letter

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

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

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

5.2 Tutorials

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

5.3 Discussion classes and video conferencing

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

5.4 Study groups

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

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

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

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

Directorate Student Administration and Registration
PO Box 392
UNISA
0003

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

5.5 *myUnisa*

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

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

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

5.6 Free computer and internet access

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

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

5.7 e-Tutoring

e-Tutoring entails the delivery of teaching and learning online via the internet. An e-Tutor is the person who undertakes the role to support and enable students to learn online effectively. *e-Tutoring* takes place on the *myUnisa* platform which is online and makes use of tools such as discussion forums, announcements, etc. for teaching and learning. You will need to activate your *myUnisa* account, as well as activate your *myLife* Unisa e-mail account to access the module tutor sites. It is recommended that you register in the e-Tutoring group allocated to you.

6. STUDY PLAN

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

Month	Task	Progress : ✓ OR ✗
SEMESTER 1		
February	<ul style="list-style-type: none"> • Orientate yourself with the module. • Read through your tutorial letter and study guide and start preparing for assignment one. 	
March	Start preparing for Assignment 01	
	07 March: due date for Assignment 01	
	After submitting Assignment 01, start preparing for Assignment 02	
April	04 April: due date for Assignment 02	
Due date for May/June examination	<ul style="list-style-type: none"> • Read through the feedback you have received from your marked assignment. • Correct any mistakes that you might have made in your assignment. • Start reading through your study guide and make notes in preparation for your examination. • Study for your examination. 	

Month	Task	Progress : ✓ OR ✗
SEMESTER 2		
June - July	<ul style="list-style-type: none"> • Orientate yourself with the module. • Read through your tutorial letter and study guide • Start preparing for assignment one. 	
August	07 August: Due date for Assignment 01	
	After submitting Assignment 01, start preparing for Assignment 02	
September	05 September: Due date for Assignment 02	
Due date for October/ November exams	<ul style="list-style-type: none"> • Read through the feedback you have received from your marked assignment. • Correct any mistakes that you might have made in your assignment. • Start reading through your study guide and make notes in preparation for your examination. • Study for your examination. 	

7. PRACTICAL WORK AND WORK-RELATED LEARNING

There is no practical work for this module.

8. ASSESSMENT

8.1 Assessment criteria

Specific Outcome 1:

Demonstrate an understanding of Outcomes Based Assessment (OBA).

Assessment criteria

- Distinguish between traditional assessment and OBA (Outcomes Based Assessment)
- Describe basic concepts used in OBA
- Review the impact of OBA on teaching and the curriculum

Specific Outcome 2:**Demonstrate an understanding of assessment purposes and methods.****Assessment criteria**

- Describe a variety of assessment methods in terms of how they could be used to conduct assessment in different situations and for different purposes
- Distinguish the various purposes of assessment (including diagnosis, evaluation, guidance, grading, selection, motivation and standard maintaining)
- Identify and describe appropriate assessment methods congruent with the particular purposes of the assessment

Specific Outcome 3:**Demonstrate knowledge of how to plan and prepare for assessments.****Assessment criteria**

- Review the process of planning and preparing for assessment
- Discuss the importance of planning for assessment
- Discuss the importance of taking readiness into account on identifying candidates for external assessment
- Identify and describe appropriate arrangements in preparing for an assessment event

Specific Outcome 4:**Distinguish between internal and external assessment****Assessment criteria**

- Distinguish between internal and external assessment
- Discuss the marking process and the importance of marking guidelines
- Review the moderation process
- Identify irregularities and dealing with them

Specific Outcome 5:**Demonstrate knowledge and understanding of the concept feedback.****Assessment criteria**

- Discuss the importance of providing feedback to learners
- Distinguish the various forms of giving feedback
- Describe the process of writing assessment reports

Specific Outcome 6:

Review and following up on assessments.

Assessment criteria

- Record assessment evidence
- Deal with assessment disputes
- Identify and describe strengths and weaknesses of the assessment process

8.2 Assessment plan

You will be required to submit two (2) compulsory assignments for the module ABT1516 on or before the due dates as specified below.

Take note that the correct module code (in this case, ABT1516) and the assignment number (either 01 or 02) must be indicated on the assignment cover in order for it to be delivered and processed as soon as possible. If you indicate the incorrect code or assignment number, your lecturer will **not** be able to trace your assignment and you will **not** be credited with any marks.

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

It is preferable if you could submit Assignment 02 online. **Please use a PDF mode.** The system will not accept any other mode.

8.3 Assignment numbers

Assignment are numbered consecutively per module, starting from 01. Therefore, you will have two (2) assignments to complete for this module: Assignment 01 and Assignment 02.

8.3.1 General assignment numbers

Please refer to point 8.4.

8.3.2 Unique assignment numbers

Please refer point 8.4.

8.4 Submission of assignments

SEMESTER	COMPULSORY ASSIGNMENT	QUESTIONS	DUE DATES	UNIQUE NUMBERS
Semester 1	Assignment 01	Multiple choice	07 March 2018	747342
Semester 1	Assignment 02	Essay type	04 April 2018	753643

SEMESTER	COMPULSORY ASSIGNMENT	QUESTIONS	DUE DATES	UNIQUE NUMBERS
Semester 2	Assignment 01	Multiple choice	07 August 2018	681629
Semester 2	Assignment 02	Essay type	05 September 2018	794168

8.5 Submission of assignments

Assignments should **not** be submitted by fax or email.

You may submit written assignments either by post or electronically via *myUnisa*. For detailed information and requirements as far as assignments are concerned, see the brochure, *Study @ Unisa*, which you have received with your study material.

To submit an assignment via *myUnisa*:

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

Written assignments should be addressed to:

The Registrar
PO Box 392
UNISA
0003

Plagiarism

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

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

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

Assignment 01 - Multiple Choice Questions

As previously mentioned, Assignment 01 is a multiple choice question assignment and is **compulsory**. We have, therefore, provided some hints on how you can approach these questions.

Hints on answering multiple choice questions

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

Use the mark-reading sheet that was included in your package. If you have **not** received the mark-reading sheet, contact the university **immediately** at despatch@unisa.ac.za.

Study the brochure *my Studies @ Unisa* for information on how to use and complete a mark-reading sheet. A computer marks this assignment on a specific date and **no** extension of the submission date can therefore be given. Please remember to write the unique number of your assignment on the mark-reading sheet.

Assignment 02 - Written Assignment

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

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

Commentaries and feedback on assignments

You will receive the correct answers automatically for the multiple choice questions. For written assignments, markers will comment constructively on your work. As soon as you have received the commentaries, please check your answers.

The assignments and the commentaries on these assignments constitute an important part of your learning and should help you to be better prepared for the next assignment and the examination.

Can I resubmit my assignment if I failed it?

Unfortunately, you will **not** be allowed to resubmit any assignment you may have failed.

8.6 The assignments

FIRST SEMESTER

ASSIGNMENT 01

Multiple choice questions

Compulsory

Due date: 07 March 2018

Unique number: 747342

Choose the correct answers

1. **Assessment is used to refer to the act of ... something.**
 1. researching, evaluating and testing
 2. evaluating, judging and rating
 3. searching, evaluating and researching
 4. judging, researching and testing

2. **Continuous assessment takes place ...**
 1. at the end of the term.
 2. on completion of a course.
 3. informally.
 4. on an ongoing basis

3. **The purpose of an assessment is to ...**
 1. withhold evidence of the cause of the programme.
 2. discourage students to work as prescribed in learning.
 3. misguide learners in subject choices.
 4. find out about learners' strength and weaknesses.

4. **An assessment activity that ensures fairness and reliability is ...**
 1. appraisal.
 2. evaluation.
 3. moderation.
 4. monitoring.

- 5. As an ABT1516 student, you will collect, analyse and critically evaluate information. This is an example of a ... outcome.**
 1. learning
 2. developmental
 3. specific
 4. critical

- 6. An effective assessor is someone who ...**
 1. does not have learning area expertise.
 2. inhibits learners' assessment ideas.
 3. discourages innovation and assessment techniques.
 4. has good interpersonal skills.

- 7. Outcomes Based Assessment (OBA) helps adult learners to ...**
 1. build knowledge in a fragmented way.
 2. memorise information.
 3. build knowledge in meaningful progressions.
 4. learn outcomes in isolation.

- 8. One of the characteristics of Outcomes Based Assessments is ...**
 1. emphasis on rote memorisation.
 2. disregard of prior learning.
 3. disregard planning of assessment activities
 4. focus on learning by doing.

- 9. Unit standards consist of ...**
 1. rubrics and rating scales.
 2. assessment activities.
 3. unit standard numbers and non-formal education.
 4. specific outcomes and assessment criteria.

- 10. Appropriateness is a principle of assessment, which means ...**
 1. cost effective assessment.
 2. the performance being assessed.
 3. integrating the work of the learning process.
 4. laying down requirements for students.

- 11. Immediacy in feedback means ...**
 1. procrastinate in giving feedback.
 2. giving feedback at the end of the term.
 3. giving feedback once in six months.
 4. providing feedback as soon as possible.

- 12. The type of assessment that gives the learner a sense of achievement is known as ...**
1. diagnosis.
 2. prediction.
 3. motivation.
 4. grading.
- 13. Which one of the following is NOT an indicator of continuous assessment?**
1. The teacher facilitates the activities of the students.
 2. Formative processes and learners are involved.
 3. Quantity is more significant than quality.
 4. Provide students with constant opportunities for improvement.
- 14. Informal assessment allows the teacher to ...**
1. evaluate a learner in the examination session.
 2. disregard classroom instructions and everyday tasks.
 3. track the ongoing progress of students.
 4. use tests and examinations.
- 15. Outcomes Based Assessment as opposed to Content Based Assessment places much emphasis on ...**
1. rote learning and subject content.
 2. assessment at the end of the term.
 3. the teacher and subject content.
 4. the learning and continuous assessment.
- 16. An adult Centre decides to offer basic computer literacy courses to 20 (twenty) learners but only has six (6) computers. The Centre can use ... testing to identify suitable learners.**
1. diagnostic
 2. placement
 3. selection
 4. grading
- 17. Guidance is important in assessment as it enables the learner to ...**
1. foretell how people are likely to behave in the future.
 2. provide evidence of the effectiveness of the course.
 3. maintain quality control of learning and teaching.
 4. help learners make more appropriate choices.
- 18 Diagnostic assessment unlike grading focuses on ...**
1. giving learners marks for their work.
 2. gathering information about learners' achievement.
 3. gathering information about a learner's area of weakness.
 4. recording what learners have achieved.

19. The critical cross field outcomes, unlike specific outcomes:

1. Provide the kinds of knowledge that students will be given the opportunity to acquire during the course.
2. Are generic and inform all teachers and learning.
3. Points 1 and 2.
4. None of the above-mentioned.

20. The learning time that includes time spent on practical work is ...

1. a trade test.
2. credits for learning.
3. recognition of learning.
4. notional hours.

(20)**FIRST SEMESTER****ASSIGNMENT 02****Essay type questions****Compulsory****Due date: 04 April 2018****Unique number: 753643**

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

QUESTION 1

Write a 1-2 page(s) essay on how you will provide feedback on assessment to adult learners. In the body of your essay, you must address the following aspects:

- 1.1 Define the concept feedback and discuss the importance of giving learner feedback. (20)
- 1.2 Identify and explain any two (2) forms of giving learner feedback. (10)
- 1.3 Report-back to learners. List ways of reporting back to learners. (10)
- 1.4 Keeping records of learner progress. (10)

(50)

QUESTION 2

- 2.1 What are the advantages of using marking guidelines when marking learners' assignments? (20)
- 2.2 Mention and explain any five (5) useful tips you will give to teachers who mark your assignments. (10)
- 2.3 Suggest any two (2) possible ways Community Learning Centres can adopt in dealing with irregularities in external assessment. (20)

(50)**ASSIGNMENT 02 TOTAL [100]****SECOND SEMESTER****ASSIGNMENT 01****Multiple choice questions****Compulsory****Due date: 07 August 2018****Unique number: 681629****Choose the correct answers**

1. **Outcomes Based Assessment as opposed to Content Based Assessment places much emphasis on ...**
1. rote learning and subject content.
 2. continuous assessment at the end of the course.
 3. the teacher and subject content.
 4. the learner and continuous assessment.
2. **The ... is an example of an assessment tool.**
1. portfolio
 2. rubric
 3. class list
 4. mark sheet
3. **Continuous assessment can take the form of ...**
1. presentations, interviews, projects.
 2. role plays, tests, research.
 3. debates, assignments, investigations.
 4. all of the above-mentioned.

- 4. Teachers can help their learners to become more comfortable with the idea of assessment by ...**
1. forcing assessments on learners.
 2. not involving learners in assessments.
 3. making assessment as part of the teaching and learning process.
 4. not preparing learners for site-based assessment tasks.
- 5. Through ... assessments, adult learners are credited for knowledge and skills obtained through informal learning.**
1. diagnostic
 2. placement
 3. recognition of prior learning
 4. none of the above-mentioned
- 6. Which one is NOT a characteristic of Outcomes Based Assessment?**
1. Emphasis on the results of learning
 2. Disregard of prior learning
 3. Emphasis on meaningful learning
 4. Planning the assessment activities
- 7. A core learning area in a qualification means ...**
1. learning area of choice.
 2. compulsory learning area for a particular qualification.
 3. development of critical cross field outcomes.
 4. development of specific outcomes.
- 8. The person checking the quality of an examination paper as well as the marking of examination scripts is a/an ...**
1. assessor.
 2. designer.
 3. verifier.
 4. moderator.
- 9. Which one is not a useful tip when marking?**
1. There should always be a minimum delay in marking
 2. Mark errors relevant to the outcomes being worked on
 3. Criticise learners' work without giving an alternative version
 4. Write a general comment at the end of the assignment
- 10. Direct evidence that an educator can use is:**
1. Certificates from other sources
 2. Current testimonials
 3. Past testimonials
 4. Observations in the workplace

11. Constructive feedback focusses on the learner's...

1. Strength.
2. Weaknesses.
3. Strength and weaknesses.
4. Strength, weaknesses and corrective measures.

12. Guidance is important in assessment as it enables the learner to ...

1. foretell how people are likely to behave in the future.
2. provide evidence of the effectiveness of the course.
3. maintain quality control of learning and teaching.
4. help learners make more appropriate choices.

13. Diagnostic assessment, unlike grading, focusses on ...

1. giving learners marks for their work.
2. gathering information about a learner's area of weakness.
3. gathering information about the learner's achievements.
4. recording what learners have achieved.

14. The assessment activity that ensures fairness and reliability is ...

1. monitoring
2. appraisal
3. evaluation
4. moderation

15. Assessment is essential to ...

1. guide the development of individual students.
2. monitor the quality of programmes.
3. provide evidence of accountability.
4. all of the above-mentioned.

16. Immediacy in feedback means:

1. Delays in promoting the learning process
2. Procrastinate in giving feedback
3. Giving feedback on completion of a unit standard
4. Provide Feedback as soon as possible

17. Describe the types of assessment purposes. It is an example of ...

1. range statement
2. unit standard title
3. specific outcome
4. critical cross-field outcome

- 18. The SAQA principle of assessment suited to the performance being assessed refers to:**
1. Validity
 2. Fairness
 3. Appropriateness
 4. Authenticity
- 19. A comment, such as “I would like you to provide a weekly update on your project”, is an example of ... feedback.**
1. corrective
 2. immediate
 3. specific
 4. none of the above-mentioned
- 20. An educator uses ... to ensure that students understand what information will be gathered and how it will be used.**
1. Checklists
 2. Peer assessment
 3. Self-assessment
 4. Portfolios

(20)

SECOND SEMESTER

ASSIGNMENT 02

Essay type questions

Compulsory

Due date: 05 September 2018

Unique number: 794168

Answer **all** the questions. The pass mark for this assignment is 50%.

QUESTION 1

- 1.1 Write a 1-2 page(s) essay on the importance of assessment in the ABET teaching and learning situation. (30)
- 1.2 Describe any one (1) error in marking and suggest a possible remedy to overcome this error. (20)

(50)

QUESTION 2

- 2.1 Compare informal and formal assessment by giving practical examples. (20)
- 2.2 Write a paragraph on each of the following issues about assessment in ABET. Give relevant examples in your explanation.
- Assessment as a form of motivation (10)
 - Recognition of Prior Learning (RPL) (10)
 - Assessment readiness (10)
- (50)**

ASSIGNMENT 02 TOTAL [100]**8.7 Other assessment methods**

Self and peer assessments are encouraged to give students increased responsibility for assessing their own and each other's work.

8.8 The examination

You will write a two-hour examination for this module. If you are registered for Semester 1, you will write the examination in **May/June 2018** and the **supplementary** examination will be written in **October/November 2018**.

If you are registered for Semester 2, you will write a two-hour examination in **October/November 2018** and the supplementary will be written in May/June 2019.

During the semester, the Examination Section will provide you with information regarding the examination in general: examination dates, examination times and venues. Please refer to the *Study @ Unisa* brochure for general examination guidelines and examination preparation guidelines.

Please note: The examination paper will contain almost similar questions in your study guide and to those in your assignments. The previous examination question papers are **not** available to students. You will also be required to hand in your examination question paper with your answer book after you have finished writing your examination. All the examination question papers are the sole property of the Examinations Office of the University of South Africa.

8.9 Demarcation or scoping of examinations and assessments

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

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

9. FREQUENTLY ASKED QUESTIONS

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

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

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

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

Which part of the work is more important?

All the sections in the study guide are equally important and are assessed in the examination.

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

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

I would like to do some additional exercises. Could you provide me with tutorial letters from previous years?

Due to the limited storage space at UNISA, no tutorial letters from previous years are kept and/or made available to students.

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

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

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

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

Can you give me tips for the examination?

No tips will be given to students. A College decision has been made that lecturers are not to make specific demarcations for examination purposes to students. Examination questions will cover the entire work based on the notional hours of the module. You are advised to study the whole study guide/module (Tutorial letter 501). Where other competencies and skills are assessed differently, you will be advised through the Tutorial Letter 201. According to the Assessment Procedure Manual (2013), paragraph 4.5.2(e), examination memoranda (guidelines, rubrics etc.) shall not be made available to students.

10. SOURCES CONSULTED

No sources other than the study guide were consulted.

11. IN CLOSING

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

Kind regards
Your Lecturer and the ABET Team

12. ADDENDUM

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

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