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LSS SUPPORT PACKAGE

ICASS for NC(V) and Report 191 Programmes

MODULE 2: THE SETTING OF ASSESSMENTS

LSS Participant Handout

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MODULE 2

THE SETTING OF ASSESSMENTS

As stated in the previous module, this will be a generic discussion on the setting of assessments applicable to Report 191 semester and trimester programmes as well as NC(V) programmes. Reference will be continually made to the NC(V) ICASS Guidelines and Report 191 ICASS Guidelines. It is therefore imperative for each lecturer to have his/her guideline at this workshop.

This module deals with the setting of question papers and consists of the following sections:

2.1 The importance of setting qualitative assessments
2.2 Assessment tasks constituting the ICASS mark
2.3 Subject assessment plan
2.4 Subject assessment schedule for the student
2.5 Setting assessments
2.6 Assessment tools

2.1 THE IMPORTANCE OF SETTING QUALITATIVE ASSESSMENTS

There is a big difference between setting an assessment and setting a qualitative assessment. We have probably all experienced the frustration of tackling a poorly prepared assessment or have had the situation where students are confronted with a paper full of mistakes, with wrong numbering, weighted values and mark allocations, or one that doesn't adhere to a syllabus or an assessment guideline.

As an assessor, you should not be guilty of these shortcomings, because they have serious consequences. As these assessments form part of the ICASS, this can lead to a student not obtaining an ICASS mark to allow him/her to write a final examination. If the assessment is not in line with the syllabus/assessment guidelines and does not comply with the ICASS Guidelines, it can also mislead a student as to whether he/she is really ready for an examination.

The assessment should be in line with what the candidate can expect to come across in the final examination. The ICASS tasks should be of the required standard; not too easy or too difficult.

To assist you, the DHET has compiled guidelines and templates to which each and every assessor has to adhere. As part of the moderation process, this will be monitored, both internally and externally.

2.2 ASSESSMENT TASKS CONSTITUTING THE ICASS MARK

Do you know the specific requirements for your subject?

A clear distinction needs to be made between Report 191 programmes (trimester and semester programmes) and NC(V) programmes. A summary of this distinction follows.

2.2.1 REPORT 191 PROGRAMMES

Internal assessments consist of tasks such as tests, assignments and internal examinations. These tasks contribute to the compilation of the semester and trimester marks. A candidate needs to obtain a minimum of 40% in the ICASS to gain admission to the examination.

All internal assessments that contribute to the final contribution of the ICASS should comply with pre- and post-assessment moderation requirements, as set out in the ICASS Guidelines.

A clear distinction needs to be made between trimester and semester subjects:



A. Engineering studies (trimester subjects)	<ul style="list-style-type: none"> • Only tests are written
B. Business and Utilities studies (semester subjects)	<ul style="list-style-type: none"> • One test • One assignment • One internal examination

A. TRIMESTER ASSESSMENT TASKS FOR NATURAL SCIENCE – ENGINEERING STUDIES

ICASS

Report 191

Please refer to Annexure T3 of the ICASS Guidelines for Report 191 programme templates.

Tasks	Type of assessment activity	Scope of assessment	Percentage contribution to the ICASS trimester mark
1	Test 1 The duration and marks should align with the external exam paper e.g. if a 3-hour examination paper counts 100 marks, then a 1-hour test should count for 30 – 35 marks.  This is a guideline for time allocation; the paper should count for more marks.	Should cover at least the first 30% of the syllabus content.	30%
2	Test 2 The duration and marks should align with the external exam paper e.g. if a 3-hour examination paper counts 100 marks, then a 1-hour test should count for 30 – 35 marks.  This is a guideline for time allocation; the paper should count for more marks.	Should cover at least 75 – 80% of the syllabus content.	70%
	TOTAL		100%

The ICASS marks are valid for **three examinations (not necessarily consecutive)**.



All assessment evidence must be available during this period should queries arise or further external moderation processes need to be conducted.

B. SEMESTER ICASS MARKS FOR BUSINESS AND UTILITIES STUDIES

ICASS

Report 191

Please refer to Annexure S3 of the ICASS Guidelines for Report 191 programme templates.

Tasks	Type of assessment activity	Scope of assessment	Percentage contribution to the ICASS mark
1	Assignment or practical task Minimum: 100 marks	Should cover at least 80% of the practical component of the subject.	20%
2	Test The duration and marks should align with the external exam paper e.g. if a 3-hour examination paper counts 100 marks, then a 1-hour test should count for 30 – 35 marks.  This is a guideline for time allocation; the paper should count more marks.	Should cover at least 50% of the syllabus content.	30%
3	Internal examination The duration and marks should align with the external exam paper e.g. if a 3-hour examination paper counts 100 marks, then a 1-hour test should count for 30 – 35 marks.  This is a guideline for time allocation; the paper should count more marks.	Should cover at least 70 – 80% of the syllabus content.	50%
	TOTAL		100%

The ICASS mark is valid for **TWO** consecutive years, therefore for **FOUR** consecutive examinations.

All assessment evidence must be available during this period should queries arise or further external moderation processes need to be conducted.

2.2.2 NC(V) PROGRAMMES

The ICASS component of the NC(V) programmes is more comprehensive than the Report 191 programmes.

A clear distinction needs to be made between the **fundamental** and **vocational** subjects as this determines the route to be followed.

A. FUNDAMENTAL SUBJECTS

- First Additional Language
- Life Orientation
- Mathematics and Mathematical Literacy

For a student to receive the complete subject result for fundamental subjects, the marks of the following TWO components are compulsory:

- ICASS
- Examination

ICASS

NC(V)

Please refer to Annexure C of the ICASS Guidelines for the NC(V) qualification templates.

These templates provide for the following:

Task	Time frame	Assessment activity	Scope of assessment	Suggested mark allocation	Percentage contribution to the year mark
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The NC(V) policy requires an achievement of a sub-minimum for internal and external assessments and relates to the ICASS and ISAT components.

The required achievement percentages are

- Life Orientation and First Languages: 40 %
- Mathematics and Mathematical Literacy: 30 %

B. VOCATIONAL SUBJECTS

Vocational subjects refer to all the other subjects, excluding the fundamental subjects listed above.

To get a final result for vocational subjects, the marks of the following THREE components are compulsory:

- ICASS
- ISAT (integrated summative assessment task)
- Examination

ICASS

NC(V)

Please refer to Annexure D of the ICASS Guidelines for the NC(V) qualification templates.

The template provides for the following:

Tasks	Time frame	Type of assessment/activity	Time and proposed mark allocation	Scope of assessment	Percentage contribution to the year mark
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That this schedule includes PAT 1 and PAT 2, which are compulsory elements of the ICASS. Do not confuse the weightings of the topics in the subject guidelines with the percentage contribution to the year mark.

The NC(V) policy requires an achievement of a sub-minimum for internal and external assessments and relates to the ICASS and ISAT components.

The required achievement percentages for all vocational subjects are 50 %.

GENERAL REMARKS APPLICABLE TO FUNDAMENTAL AND VOCATIONAL SUBJECTS:

- The candidate must comply with the sub-minimum in both the external and internal assessment components, which must be completed in the same academic year.
- The ISAT mark is valid for a period of three years to complete a qualification, while the ICASS mark is valid up to the first supplementary examination immediately following the November examination.
- It is important to note that an ICASS mark cannot be transferred to the next academic year.
- Note that the two practical assessment tasks forming part of the ICASS for vocational subjects have been standardised for Levels 3 and 4 to ensure uniformity across institutions. These tasks were moderated both internally and externally.
- **Additional assessments – often referred to as re-assessments – may not be used simply to allow students to achieve higher scores after performing poorly in a task the first time.**
- **A student who was absent for valid or special reasons, such as illness or death in the immediate family, may be granted an additional opportunity to complete a task.**
- **All assessment evidence must be available during this period should queries arise or further external moderation processes need to be conducted.**

2.3 SUBJECT ASSESSMENT PLAN

Planning plays a very important role; it determines the success of the implementation of the ICASS. A few steps to follow:

- You must develop a subject work scheme for each subject.
- Once the subject work scheme has been developed, the subject head/coordinator must identify the lecturers responsible for setting and moderating the assessment tasks and tools.
- Where the same subject is offered at various campuses of the same college, the process must be coordinated so that ALL the campuses follow the same subject assessment plan.
- Plans must be submitted to the academic head of the college for approval before teaching and learning takes place in the academic period.

ICASS

Report 191

Please refer to the following ICASS Guideline templates for examples of subject assessment plans for Report 191 programmes:

Trimester programmes: Section B, Annexure T1

Semester programmes: Section C, Annexure S1

ICASS

NC(V)

Please refer to the following ICASS Guideline templates for examples of subject assessment plans for NC(V) qualifications:

Fundamental subjects: NC(V) Annexure A

Vocational subjects: NC(V) Annexure A

2.4 SUBJECT ASSESSMENT SCHEDULE FOR THE STUDENTS

Just as the lecturer needs to plan an academic trimester/semester or year, so the student needs to plan his/her year. It is therefore imperative that students are given a schedule that indicates the type of assessment task they will have to complete, the content to be covered, the time and mark allocation and the date of assessment. This information should be taken directly from the subject assessment plan.

ICASS

Report 191

Please refer to the following ICASS templates for Report 191 programmes:

Trimester subjects: ANNEXURE T2

Semester subjects: ANNEXURE S2

ICASS

NC(V)

Please refer to ANNEXURE B in the ICASS templates for NC(V) qualifications.

2.5 SETTING ASSESSMENTS

Can you recall what forms part of the ICASS for your subject?

A few remarks before we look at the criteria to be used to evaluate an assessment:

- Tasks may be **set and administered** by a campus OR shared with other campuses of a college OR other colleges
- Take measures to **prevent assessment information to be passed** amongst students of various campuses
- Assessment tasks should be **designed and weighted** to cover the Subject/Learning Outcomes and syllabi
- A **substantial amount of content** should be covered
- A variety of **knowledge and skills** should be assessed
- Different **cognitive levels** should be covered
- Assignments should require students to:
 - find **information**
 - **apply knowledge and skills**
 - use **critical thinking** and **decision-making** skills.
- Questions should not require **straight-forward answers**
- **Degree of difficulty** for internal assessments should be the same as for external examinations

- Less difficult internal assessments may lead to inflated ICASS marks that would be lowered through **standardisation to the external results**



It is important to understand the difference between the following types of assessment:

Type of assessment	Description
Assignment	<ul style="list-style-type: none"> • It can be theoretical or practical in nature, or a combination of both written and practical. • The student should apply a combination of a series of procedures and techniques to new/workplace situations to demonstrate the required skills. • It is about finding information and applying knowledge and skills. • It is not about the rewriting of text from sources. • It should include critical thinking and decision-making skills.
Test	<ul style="list-style-type: none"> • The main aim is to assess theoretical knowledge. • It can be a practical or a written test. • It may include elements of the application of skills and/or applied competencies. • It must reflect different cognitive levels.
<p>Practical assignments/assessments – with specific reference to the NC(V) qualifications (including set and moderated ISATs and PATs)</p> <p>The PATs for vocational subjects for Levels 3 and 4 have been standardised and moderated.</p> <p>Report 191 programmes do not have an ISAT and PATs, but the information otherwise is applicable to the setting of practical assignments/assessments.</p>	<ul style="list-style-type: none"> • They should not duplicate the ISAT. • They should cover a substantial amount of content. • They should preferably be assessed by means of a rubric or checklist, not by a marking memorandum alone. • The evidence/artefact produced by different students may be similar, but not identical. • The actual demonstration of the skill and knowledge should take place under controlled conditions. • Examples of practical assignments include: <ul style="list-style-type: none"> ○ A research assignment ○ Building a model ○ Writing a letter ○ Conducting a job interview ○ Doing a presentation ○ Participating in a drama related to the subject ○ Investigating interest rates on loans ○ Creating a poster ○ Conducting a scientific experiment in a laboratory or any workshop • The structure of such a task must have: <ul style="list-style-type: none"> ○ A title

	<ul style="list-style-type: none"> ○ The procedure (method) ○ A conclusion or the actual product ● Each assignment must reflect the different cognitive levels.
Internal examination	<ul style="list-style-type: none"> ● It can be a practical or a written paper, or a combination of both. ● The assessment plan should reflect a balance between practical and written papers where applicable. ● It should include a substantial amount of content. ● The mark allocations and duration should be in accordance with nationally-set papers for that specific subject. ● It must reflect the range of different cognitive levels. ● It must adhere to subject guidelines/syllabi and assessment guidelines.
Projects	<ul style="list-style-type: none"> ● A project is a comprehensive real-world task requiring planning, research and implementation. Evidence of implementation should accompany the task. ● It should be submitted in at least three parts: <ul style="list-style-type: none"> Part 1: Evidence of implementation Part 2: Presentation of the project in class Part 3: Individual reflection on the learning acquired during the project ● Groups for project work should never exceed six people. ● There needs to be clear evidence of the role and contributions of each group member in the completion of the project.

2.6 ASSESSMENT TOOLS

You will need the following documentation for this work session:

- Your subject guideline/syllabus
- The relevant assessment guideline for NC(V) programmes
- The ICASS Guidelines
- The ICASS Templates
- Relevant subject textbooks
- The DHET document: *A quick guide to the typing and editing of question papers and marking guidelines*
- The workbook



A FEW POINTS TO REMEMBER:

- The examiner/moderator for each task should be indicated on the Assessment Plan
- This plan should be in place in January of each new year, before classes commence.

- Examiners and moderators should be subject experts. This is extremely important. Although all lecturers can moderate basic elements, like correctness of marks, appropriateness of the front page and language, not all lecturers are familiar with the content of all subjects.
- When setting an assessment, all relevant documents and guidelines should be used.

There are specific criteria that need to be understood to set and moderate an assessment. These criteria form part of both the assessment phase and the pre-moderation phase. They will be discussed in detail in the assessment phase.

Please refer to Annexure G1 and Annexure G2 (documents on the setting and moderation of assessments) in the ICASS Guideline templates for Report 191 programmes.

Please refer to Annexure E.1 and Annexure H2 (documents on the setting and moderation of assessments) in the ICASS Guideline templates for NC(V) qualifications.

The following criteria will be discussed in more detail:

- Criterion 1: The analysis grid
- Criterion 2: Technical criteria
- Criterion 3: Content coverage
- Criterion 4: Cognitive skills
- Criterion 5: Types of questions
- Criterion 6: Language and bias
- Criterion 7: Overall impression
- Criterion 8: Assessment tool



CRITERION 1: ANALYSIS OF TASK

CRITERIA 1		Examiner	Moderator
ANALYSIS GRID		Yes/No/ N/A	Yes/No/ N/A
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		
1.4	Spread of conceptual weighting indicated for the task as a whole		

This aspect is very often neglected by both the examiner and the moderator. It is imperative that this grid is correct as it will

- ensure that the paper complies with the requirements of covering all cognitive levels
- correct time allocation and paper length, and
- appropriate standard (not too easy or too difficult).

The analysis grid also plays an important role in

- ensuring adherence to **weighted values** per topic as determined in the various syllabi/SAGs. Lecturers should be fully aware of the weighted values per topic/module as this will also indicate the emphasis that needs to be placed on each topic/module.

There is a slight difference between the layout of the analysis grid for Report 191 programmes and NC(V) qualifications:

Report 191

REPORT 191 programmes

ANNEXURE G1: 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		

NC(V)

NC(V) qualifications

ANALYSIS GRID

This analysis must be done for every test and assignment (excluding orals in First Additional Language) as well as for the internal examination question papers and must be attached to the task and accompanied by the memorandum/marking tool.

SUBJECT & LEVEL:	EXAMINER:
TASK:	MODERATOR:

Topic(s)	SOs	LOs	Item No.	Format/ Type			± Time (Min)	Mark allocation and Cognitive Level			Total
				Short Response	Medium Response	Extended Response		1 Knowledge	2 Application	3 Analysis and Problem solving	
TOTAL											

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
EXAMINER:		
MODERATOR:		

Comprehensive and correct completion of this grid will also assist in adherence to Criterion 3 (content coverage), Criterion 4 (cognitive levels) and Criterion 5 (types of questions).

We shall continue with a discussion of the other seven criteria before completing a practical assessment on the completion of an analysis grid.



CRITERION 2: TECHNICAL CRITERIA

Before we analyse the technical criteria, let's look at another DHET document: 'A quick guide to the typing and editing of question papers and marking guidelines.'

Please familiarise yourself with this DHET document. It will assist you in setting standardised papers with regard to technical aspects, for an internal or external examination.

No assessor or moderator should be without this document!

It covers aspects such as:

- What a correct cover page should look like
- Instructions to candidates
- Numbering and spacing in question papers
- The wording and layout of matching-item questions
- The placement of marks in the paper
- The use of hyphens and dashes
- When to use italics
- The phrasing of questions
- Rules and hints for diagrams
- Rules and layout for multiple-choice questions
- The use of 'shells' to ensure a neat paper



This section is very often neglected or poorly handled. Assessors sometimes simply tick everything, and make photocopies so they can use the same ticked sheet every time, just with the date changed! Furthermore, assessors cut and paste questions from previous papers and then forget to adjust the numbering system.

CRITERIA 2		Examine	Moderator
TASK		Yes/No/ N/A	Yes/No/ N/A
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		
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		
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		
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		
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		

The neat presentation of examinations and tests plays a very important role in education. Papers should be correctly numbered, mark allocations should be very clearly indicated, illustrations (where applicable) must be of a good quality and instructions to students should be clear and specific. The DHET document mentioned above will greatly assist you in adhering to the technical criteria. It will also help you to avoid mistakes that cause confusion and frustration for both students and invigilators.

A few do's and don'ts

Incorrect mark allocation:

	<ul style="list-style-type: none"> ▪ List any THREE managerial functions. (1 x 3) (3) ▪ Name the principle that allows a landlord to possess the property of a tenant in the case of non-payment. (20) ▪ Discuss FIVE functions of a trade union. (4 x 2) (8)
	<ul style="list-style-type: none"> ▪ List any THREE managerial functions. (3 x 1) (3) ▪ Discuss the principle that allows a landlord to possess the property of a tenant in the case of non-payment. (10 x 2) (20) ▪ Discuss FOUR functions of a trade union. (4 x 2) (8)

Incorrect numbering:

- 3.1.1 Explain what is meant by the code of conduct. (3 x 2) (6)
 3.1.2 List any FIVE aspects that can be included in a code of conduct. (5)



There cannot be a sub-numbering of 3.1.1 and 3.1.2 if there is not a 3.1.

How can this be addressed?

3.1 'The code of conduct plays a very important role in any business.' With regard to this statement, answer the following questions:

- 3.1.1 Explain what is meant by the code of conduct. (3 x 2) (6)
 3.1.2 List any FIVE aspects that can be included in a code of conduct. (5)

You need to take special notice of Technical Criterion 2.15 (the evidence that needs to be provided), especially in the case of the ISAT and any other practical assessment. There needs to be evidence for moderation purposes.

An example: Candidates have to organise a cultural day on which they sell food of their selected culture.

Evidence to be provided: Photos or a video.

You must remember that the moderator needs to find evidence for all marks recorded. It is therefore important to ensure on the pre-moderation checklist what the evidence will be.

Keep your DHET guidelines near you for reference purposes.



CRITERION 3: CONTENT COVERAGE

Would you like to be confronted with an assessment where the weighted values are incorrect, the questions that are asked are not specified in the syllabus/SAGs, the illustrations are not clear or relevant and the facts are outdated?

Content coverage criteria include:

CRITERIA 3		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.		
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.		

- This section links strongly to the analysis grid completed in Criterion 1.
- You must be familiar with your syllabus/SAGs when setting assessments.
- Modules/Topics have weighted values and candidates under time pressure may decide to focus more on those modules/topics with a higher weighted value.
For example: In Labour Relations N6, the weighted value of Module 6 (that covers communication in the workplace, discipline and grievances) is 35%. This means that 70 of the total 200 marks for the paper come from this module.
- You must remember that content is not limited to a specific textbook, but to the relevant subject syllabus/SAGs.
- Some syllabi are outdated. You should try to incorporate relevant and up-to-date developments in your respective subjects.
- Try to include recent articles or scenarios when setting a case study.
- Integrate topics/modules.
- Be creative!

Look at the example of a topic/module integrated question in your workbook. Now try to set one for your subject.



CRITERION 4: COGNITIVE SKILLS

Bloom's taxonomy – need I say more? You may be familiar with it, but are you applying it in your assessments?



Watch the video on Bloom's taxonomy.

Cognitive skills refer to the following criteria:

	CRITERIA 4	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.		

You will notice that these criteria link strongly to the analysis grid (Criterion 1). There has to be a strong correlation between mark allocation, level of difficulty and time allocation.

A distinction is made between short, medium and extended responses. Furthermore, reference is made to knowledge, application, analysis and problem-solving. This can be presented as follows:

Level of difficulty	Cognitive level	Format SR/MR/ER	Time	Marks
Basic	Conceptual knowledge	SR/MR		1 mark for list 2 marks for discussion
Middle	Comprehension and application	MR		More than 1 mark per fact
High	Analysis and problem-solving	ER	Requires more time	Higher mark allocation per fact

The following is an example of how a question in the same section of work in the subject Entrepreneurship can be asked, addressing different cognitive levels.

- **Basic level of difficulty (Conceptual knowledge)** - List any FOUR factors that a service business needs to consider when deciding where to establish the business. (4 x 1) (4)
- **Middle level of difficulty (Comprehension and application)** - Discuss any FOUR factors that the owner of a crèche has to consider when deciding where to establish their business. (4 x 2) (8)
- **High (Analysis and problem-solving)** - A case study on a crèche is given. The business is not successful. Various problems are stated, including the wrong choice as to where the business has been established.

The candidate has to analyse/discuss why the business is a failure and needs to come up with suggestions of how these problems can be addressed. The candidate has to present the answer as follows:

Identified problem/v	Possible solution/v
(4 x 3) (12)	



CRITERION 5: TYPES OF QUESTIONS/TASKS

The following criteria need to be covered:

	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		

The types of questions link to the cognitive skills, the mark allocation and allocated time and therefore take us back to the analysis grid (Criterion 1).

Definite instructions on mark allocations are often ignored or neglected.



- The allocation for “Name/List/State” questions should be one mark per fact.
- Where the candidate has to discuss or describe something, the mark allocation should be two marks per fact.
- Some questions might be of such a nature that an ‘impression mark’ can be given. There, however, still needs to be clear guidelines on how this question should be assessed.
- It is imperative that real-life scenarios are included in all assessments as this promotes higher order skills and moves away from rote learning.
- Also pay attention to the integration of topics. Please refer back to the example in the workbook.



CRITERION 6: LANGUAGE AND BIAS

This criterion includes the following component:

	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.		

Adhere strictly to terminology used in the subject syllabus. Remember, English is not everybody’s home language. For example, if the syllabus makes reference to an ‘organisational chart’, the word ‘organogram’ should not be used. Alternatively, the word ‘organisational chart’ can be used with ‘organogram’ next to it in brackets.

Language should always be simple and subject-related.

Assessors should take special care when setting case studies/passages/scenarios. The main aim of these texts is to place questions within a real-life context. Questions placed in the context of a scenario may not differ substantially from a 'non-scenario'-based question, but the level of cognitive skills required is often of a higher nature.

When setting case studies, you should be aware of the following potential pitfalls:

- Questions should not be forced to suit the scenario.
- Questions should relate to the scenario but care should be taken that the questions could have been answered without even reading the scenario!
- Scenarios must not be too lengthy. Some candidates may take longer to read a text than others.
- The main scenario should be placed first after which all other relevant information should follow.
- The questions should not repeat the scenario.

The last criterion for setting assessments is the overall impression created.



CRITERION 7: OVERALL IMPRESSION

This criterion consists of the following components:

	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.			

- The achievement of this criterion is dependent on having Criteria 1 to 6 in place.
- With reference to the appropriate standard, the standard of internal assessments must be in line with external papers written by candidates.
- ICASS marks can easily become inflated if internal assessments are too easy.
- The opposite is, however, also true – if internal assessments are too difficult they may result in a candidate not obtaining a valid ICASS mark, prohibiting him/her unnecessarily from writing a final examination.

You are responsible for ensuring that your internal assessments are up to standard.



CRITERION 8: ASSESSMENT TOOL

Marking can only be accurate and consistent if a correct and applicable assessment tool is created. Be aware of the following components of the 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. allocate		
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.		

The assessment tool must be compiled to match the type and purpose of the assessment task. It may include one or more of the following:

- Marking memoranda/guideline
- Rubric
- Checklist

A marking memorandum/guideline

A marking memorandum works well for a task where relatively fixed responses to questions are required.



REMEMBER: When setting a memorandum/guideline for marking, ALL possible answers should be on the memorandum. It will sometimes be necessary to state 'open memorandum' as students might present alternative answers to those which are on the memo, especially in an application type of question.

A memorandum discussion must take place prior to the marking of an internal examination. All lecturers of the subject and those who will be marking the examination scripts must attend this meeting.

All aspects of the memo, including the numbering system and mark allocations, must correspond with the assessment.



THE FOLLOWING WHEN MAKING A TICK:

- It is not necessary to indicate a tick (✓) in the case where the question states list/name/state as it is clear from the mark allocation that, for example, (5 x 1) means one mark each.
- Where the examiner requires marks to be allocated in specific places, this should be indicated with a tick (✓) to facilitate consistent marking.

For example:

QUESTION: Define the primary sector. (5)

MEMO ANSWER: It involves the extraction (✓), cultivation (✓), processing (✓) and harvesting (✓) of natural resources. (✓)

Make provision for alternative responses where relevant. For example:

QUESTION: List any TWO possible sanctions where an employee is found guilty of a serious offence.

MEMO ANSWER: If there are FOUR possible sanctions in total, all FOUR should be listed and it should be clearly stated (any 2).

A rubric

Compiling a rubric is not always easy and marking can only be as good and accurate as the rubric itself. A rubric is often used for practical assignments and open-ended questions, for example, for the evaluation of a business plan in the subject Entrepreneurship.

A FEW POINTS TO REMEMBER WHEN COMPILING A RUBRIC:

- The criterion must describe the knowledge and/or skill to be assessed.
- The competence descriptors describe the levels of competence for each criterion.
- Try to include only four competency levels as an equal number of levels will help the lecturer to make a decision as to whether the student’s performance falls in the upper or lower half of the four levels.
- The assessment criteria used in a rubric should distinguish clearly between different levels of competency, and marks must be allocated per level.

An example of a rubric:

Level of competency	4 Excellent	3 Highly competent	2 Competent	1 Not yet competent
Mark allocation (maximum 8)	7 – 8	5 - 6	4	0 - 3

- A rubric may also be supported by a checklist.

Please refer to the following ICASS Guideline templates for examples of rubrics:

Report 191

Report 191 programmes: Annexure S4

NC(V)

NC(V) qualifications: Annexure G1

A checklist

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 checklist of activities.

This tool is most applicable when observing student performance in the execution of practical tasks. Remember that the checklist can also be used as a supportive document to the rubric.

This brings us to the end of a very comprehensive and important part of the ICASS. In Module 3, we will look at the moderation process.

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