



DIE AFRIKAANSE PROTESTANTSE AKADEMIE NPC

Registration number: 2002/031756/08

Registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997

Registration Certificate No. 1999/HE08/001

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INSTITUTIONAL POLICY

ON EXAMINATION, MODERATION AND EXTERNAL EXAMINATION

Policy Owner	Board of The APA
Responsibility	Quality Commissioner and Quality Committee
Status	Unapproved
Dates of amendments	4 February 2015
Review date	2020

1. Introduction

Examination assessment ensures content and form appropriateness and legitimacy in relation to standards, assessment of learning outcomes, syllabus coverage, level of challenge, fairness to students and examination information provided to students in subject study letters.

SAQA favours the practitioner-assessor model: in other words, the people who mediate the learning (the lecturers) assess the learning outcomes.

SAQA legislation also mandates the use of moderators for teaching and assessment practices. Moderators will be senior staff acting as internal second examiners or external examiners from other higher education institutions or specialists in the appropriate field.

2. Definition of concepts

2.1 Examiner

An **assessor** is a trained member of staff of the Institution who has been officially appointed by the University to facilitate the examination of a specific module. The assessor-practitioner/ first assessor/ first examiner, is the lecturer who teaches the course and also plans, designs and conducts assessment, both formative and summative.

Moderator

HEQC Definition: **Moderator** – A person, apart from the examiner, that is appointed by the institution to be responsible for ensuring the standard of the examination and its accompanying marking framework and response exemplars, and for marking a representative sample of examination responses.

The moderator works with the assessor in planning and implementing assessment to ensure validity, reliability and rigour. *Internal moderators* for assignments, test and exams are usually but not necessarily from inside the Institution and . course coordinators and for examinations are second examiners. *External moderators* are academics who are not employed by the APA NPC. They are appointed to moderate final undergraduate and postgraduate (if applicable), coursework examination question papers, marked student scripts

2.2 External Examiner

In addition, external examiners/ moderators can be appointed at exit levels to undergraduate qualifications and at all levels of postgraduate qualifications. Where [viva voce](#) examinations are still held as part of the final degree assessment, it is common for external examiners to take part in them. Students may have the right to ask for their work to be considered by the external examiner.

3. Role and responsibility of Moderator(s)

Moderators assess exam papers according to the institutional policy in this regard. The moderators familiarize themselves with subject material, subject examination information and the moderation process. They proceed to moderate examination papers and complete exam moderation report forms. One form must be completed per subject.

Moderators consider whether:

- 3.1. the questions assess the stated learning and exit level outcomes;
- 3.2. the questions fall within the issued examination information parameters;
- 3.3. the questions are properly structured and plainly expressed;
- 3.4. the questions are clear and not ambiguous;
- 3.5 the questions are unambiguously communicate the examiners intentions. i.e. could students sitting in the exam reasonably be expected to know what is expected of them;
- 3.6 the questions are completable in the time allotted;
- 3.7. the paper makes it possible to distinguish across the full range of ability;
- 3.8. questions are appropriate in length and difficulty, and given the marks allocated to them;
- 3.9. the applicable ratio of theory to application/insight questions has been applied;
- 3.10. the marks/questions add up correctly;
- 3.11. the exam paper total is correct according to APA guidelines for study programmes, credit values, exit level outcomes and years;
- 3.12. the information provided on the cover page is correct (including asterisk indicators where required).
- 3.13 the marking scheme is sufficiently detailed to allow efficient and constant marking;
- 3.14 the weight of application question according to APA guidelines are followed, i.e. 10% for NQF level 5, 15% for NQF level 6 and 20% for NQF level 7.

Information applicable to exam moderation process:

- 3.15 Examination information given to students can be found in a subject study letter's and/or the study guides of relevant subject.
- 3.16 The moderator does not have to agree with the method of marking, only agree that it has been fairly and consistently applied and without blatant error.

Assessment Information section

- 3.17 Every final exit exam is moderated by an external moderator. For final exams the moderator must be outside the institution, preferably at a recognized tertiary institution and must have a Masters or doctoral degree in the relevant discipline for this level of qualification.
- 3.18 Moderators are appointed by the Faculty Board by means of the submission of a *curriculum vitae* giving evidence of appropriate qualifications, skills, and past moderation experience.
- 3.16 No person can be used as a moderator for more than three consecutive years.
- 3.19 Of moderators are expected to not only evaluate the examination paper but also the content, volume and standard of the work done in a specific subject on that level as a form of quality control. An evaluation form regarding content standard and the exam paper must be completed in each instance.
- 3.20 Of moderators are expected to moderate all answering books if less than five and in case of more than five, moderation should include moderation of at least three levels, examination books of candidates of the lowest, middle and top performance levels.

3.21 Rules and regulations regarding moderation as well as internal and external moderator are set out by appropriate policies in this regard.

4. **Guidelines for MODERATION (Form BVM 1)**

5. **Form for Moderation of examination books.**

6. **External examination**

In undergraduate examinations, **external examiners** typically see, and have to approve, draft examination questions before the papers are set; and they will mark the work, or review the marks, of at least a sample of candidates. They are often asked to adjudicate when candidates are on borderlines or when internal examiners have disagreed about a candidate's marks. Externals are expected to make a report both to the department and also to the university authorities; they have wide license to comment on all aspects of the degree programme, including its staffing and teaching, not just on the examination process. Where [*viva voce*](#) examinations are still held as part of the final degree assessment, it is common for external examiners to take part in them. Students may have the right to ask for their work to be considered by the external examiner.

We accepted the sound criteria of CHE, viz

- The external examiner has a qualification in a relevant field of study higher than, or at least at the same level as, the exit level of the postgraduate programme he/she is examining.
- The external examiner has an appropriate research track record, as well as experience, expertise and peer recognition in the field of study.
- In the case of inexperienced or new external examiners, there is on-going staff development and support, and joint examination is explored as an option.

6.1 Basic guidelines on the roles and responsibilities of external examiners

The role of the external examiner will encompass:

- assuring that the appropriate standard is set for modules;
- considering and comparing the performance of students on modules to that of peers incomparable modules/programmes in higher education elsewhere;
- approving the form and content of proposed assessment tasks to confirm appropriate level and credit for modules;
- confirming that students are assessed fairly in relation to the module specification and regulations and able to reach the required standard;
- confirming the marks achieved by students on modules in a process of the secure and reliable recording of results;
- confirming the award of credit for the achievement of students on modules;
- having the right to see samples of the work of students for each category in the semester assessment (including failure) to ensure that each student is fairly placed in relation to the rest of the cohort, with the right of access to all assessed work if required;
- having the right to moderate the marks awarded by internal examiner(s);
- participating as required in any reviews of decisions about individual students taken;

- having the right to be present at the meeting of the faculty/senate in the case of a student dispute;
- reporting after every exam on the effectiveness of the assessments and any lessons to be drawn from them.

6.2 Guidelines for external examination (Form BVM 2)



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FAKULTEIT LETTERE EN WYSBEGEERTE

VERSLAG VAN MODERATOR OOR BESTEK, VRAESTEL EN MEMORANDUM (BVM 1)

BELEID TEN OPSIGTE VAN DIE TAAK VAN DIE EKSTERNE/INTERNE MODERATOR

'n Eksterne/Interne moderator word vir elke vraestel (skriftelik of mondeling) aangewys. Die vraestel word skriftelik opgestel en met sy memorandum aan die eksterne/interne moderator voorgelê met die oog op evaluering.

A. Die eksterne/interne moderator het die verantwoordelikheid om:

1. die voorgeskrewe vorm (*Vorm BVM*) te voltooi;
2. die standaard van die vraestel en memorandum te evalueer. Dek dit die kernbestek? Word krediet gegee vir inligting wat die student deur selfstudie bekom het?
3. die omvang en standaard van die eksamenmateriaal te beoordeel;
4. 'n oordeel te fel oor die persentasie vrae wat insig toets;
5. die lengte en tydsduur van die eksamen te evalueer;
6. bystand aan die moderator en studente te verleen ten einde goeie opvoeding en betroubare evaluering te verseker.

B. Die eksterne/interne moderator het volmag om:

1. aanbevelings te maak met betrekking tot enige aspek rakende die inhoud van die bestek en eksamen, die tydsduur daarvan, die standaard en formulering van vrae en die persentasie gewy aan insigvrae. Indien die moderator en eksterne/interne moderator nie ooreenstemming met betrekking tot 'n saak kan vind nie, word dit na die uitvoerende komitee van die Fakulteitsraad verwys, wie se beslissing finaal is;
2. negatiewe bevindings in skrif op die voorgeskrewe vorm (*Vorm BVM*) in te dien, op voorwaarde dat alle pogings om verskille uit die weg te ruim misluk het.

C. Die eksterne moderator word soos volg vergoed:

1. R120-00 per vraestel wat gemodereer word;
2. R20-00 per antwoordstel wat nagegaan word. 'n Minimum van 3 tot 'n maksimum van 5 antwoordstelle waarvan 1 van die swakste, 1 gemiddelde en 1 bo-gemiddelde of uitstekende prestasie verteenwoordig.
3. Interne moderator wat verbonde is aan die Akademie word nie vergoed nie

1. **VAK** (Bv. Afrikaans 2): NKR vlak?

2. **DOSENT:**

3. **EKSTERNE MODERATOR:**

4. **HOVEEL VRAESTELLE GEMODEREER?**

5. **VOORGELÊ:**

- | | | |
|-----|---|--------|
| 5.1 | Vraestel | Ja/Nee |
| 5.2 | Klasaantekeninge | Ja/Nee |
| 5.3 | Handboek | Ja/Nee |
| 5.4 | Is presies aangetoon watter stof in dié semester behandel is? | Ja/Nee |
| 5.5 | Ander materiaal | Ja/Nee |
- Spesifiseer:

.....
5.6 Memorandum Ja/Nee
In watter vorm?

6. BEOORDELING VAN VRAESTEL

6.1 Tydsduur van vraestel (wat 3 uur moet duur):

Vraestel te kort Ja/Nee
Vraestel te lank Ja/Nee
Vraestel in orde Ja/Nee

6.2 Dek die vraestel die volle bestek van die werk wat gedurende die semester behandel is?
.....

6.3 Is daar verpligte kort vrae wat oor al die semesterstof handel? Ja/Nee

6.4 Is daar langvrae waaruit gekies kan word? Ja/Nee

6.5 Op watter wyse skakel die vraestel selektiewe leer uit?
.....

6.6 Dui persentasie ten opsigte van insigvrae in die vraestel aan.%
(As *riglyn* moet die dosent vir eerstejaars sover moontlik in minstens 10% van sy vrae die insig van die student toets. Vir tweedejaars is die persentasie 15% en vir derdejaars 20%.)

6.6.1 Toon die dosent aan watter vrae op insig gemik is, sodat u dit kan nagaan? Ja/Nee

6.6.2 Is u tevrede met die sukses waarmee die student se insig in hierdie vraestel getoets word? Ja/Nee

6.6.3 Indien nie, wat beveel u aan?
.....

6.6.4 Enige ander aanbevelings/opmerkings?
.....

6.7 Hoe oordeel u oor die standaard van die vraestel?

Te maklik	Te moeilik	Gebalanseerd
-----------	------------	--------------

Motivering:

6.8 Handhaaf al die keusevrae dieselfde vlak?

6.9 Is die punttoekening by elke vraag en onderafdeling korrek?

6.10 Die vraestel moet nie dieselfde as vorige vraestelle wees nie. Rapporteer daaroor

6.11 Aanbeveling(s) oor die vraestel aan die dosent

.....
7. UITKOMSTE
7.1 In welke mate voldoen die vraestel aan die spesifieke NKR vlak se uitkomste? (Sien Bylae A)

.....
7.2 In welke mate word die uitkomste volgens Bloom se Taksonomie bereik? (Sien Bylae B)

8. MEMORANDUM
8.1 Word duidelik aangetoon vir watter feite bepaalde punte toegeken word? Ja/Nee
8.2 Is daar ruimte vir toekenning van krediet vir sinvolle bydraes wat nie in die memorandum voorkom nie? Ja/Nee
8.3 Beskik die eksterne moderator oor die nodige toerusting om as sodanig op te tree? Ja/Nee
8.4 Keur u die memorandum goed? Ja/Nee

9. BEOORDELING VAN DIE BESTEK
9.1 Met inagneming van 6.2, oordeel u dat die bestek voldoende was vir die vlak van die vak? Ja/Nee
Bevestig asb. u antwoord

.....
9.2 Dra u kennis van enige aspek van die werk wat as aanbeveling kan dien vir die ontwikkeling van die leermateriaal?
.....
.....

10. MODERATOR VAN VRAESTEL EN MEMORANDUM

Naam: Handtekening:
Datum:

11. DEKAAN:

Naam: Handtekening:
Datum:



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Registrasiensnommer: 2002/031756/08

By die Departement van Hoër Onderwys en Opleiding as 'n privaats tersiêre onderwysinstelling
geregistreer kragtens die Hoër Onderwyswet van 1997

Registrasiesertifikaat Nr. 1999/HE08/001

Appendix A

Year Level	Assessment Purpose Assess to determine whether the following level outcomes are reached:	Assessment Methods
1, Level 5	<ul style="list-style-type: none"> a. Demonstrate informed understanding b. Knowledge : Demonstrate awareness of how knowledge systems work c. Demonstrate ability to select and apply standard methods, procedures and techniques d. Identify, evaluate and solve defined problems. e. Demonstrate ability to take account and act accordance ethical codes f. Ability to gather information g. Producing and communicating information h. Ability to operate in familiar and new contexts i. Ability to evaluate own and other performances j. Accountability of capability to work in group, taking responsibility for his/her learning 	<p>Making use of informal and formal assessment methods.</p> <p><i>Diagnostic</i> – Verbal question & answers session to test base knowledge or discussion board. – verbal or written test during learning to determine benchmark or homework exercise – Multiple choice to be marked with norms</p> <p><i>Formative</i> – Students feedback on given knowledge or class test on gained knowledge</p> <p><i>Summative</i> – Examination with knowledge based, comprehension and application of knowledge questions. (Integrated – With regard to concepts and knowledge)</p>
2, Level 6	<ul style="list-style-type: none"> a. Detailed knowledge of one or more fields b. Demonstrate understanding of different forms of knowledge, schools and thoughts c. Demonstrate ability to evaluate, select, apply d. Problem solving in unfamiliar contexts, applying solutions based on evidence e. Understanding of ethical implications of decisions f. Evaluate different sources of information g. Ability to present and communicate complex information h. Ability to make decisions in familiar and unfamiliar contexts and demonstrate understanding of relationships between systems i. Ability to evaluate performance against given criteria j. Ability to work in a group and take accountability for own and the decisions of others in well defined contexts 	<p>Making use of informal and formal assessment methods.</p> <p><i>Diagnostic</i> – Unprepared test at beginning on general knowledge or a self-assessment task – Presentation on new knowledge and thoughts – reflection on context</p> <p><i>Formative</i> – student to give feedback on performances or progress reports, test</p> <p><i>Summative</i> – Project with various completion points, oral exam in certain modules (Integrated – integration between outcomes of a module)</p>
3, Level 7	<ul style="list-style-type: none"> a. Demonstrate integrated knowledge of more than one 	<p>Making use of informal and formal</p>

	<p>field , discipline, practice</p> <ul style="list-style-type: none"> b. Understanding of contested knowledge and explanations typical within area or field of study c. Understanding a range of methods in the field d. Identify, analyze, evaluate and address complex problems e. Act ethically and professionally and able to justify actions and decisions f. Ability to develop appropriate processes of information gathering g. Develop and communicate own ideas and opinions in well formed arguments h. Manage processes in unfamiliar contexts i. Demonstrate ability to identify, evaluate and address his/her learning needs. j. Demonstrate ability to take full responsibility for his/her work, decisions, use of recourses and limited accountability for decisions of others in varied or defined contexts 	<p>assessment methods.</p> <p><i>Diagnostic</i> – Assignment to demonstrate integrated knowledge already acquired.</p> <p>– In-class activities to demonstrate understanding of knowledge</p> <p>– Identify and address own short comings.</p> <p><i>Formative</i> – Cases studies with rubric related feedback to lecturer in class, test</p> <p><i>Summative</i> – Final oral examination in all modules</p> <p><i>Integrated</i> - integration of different modules on an individual bases e.g. portfolio</p>
4, Level 8	<ul style="list-style-type: none"> a. Demonstrate knowledge at the forefront of a field and understanding of theories, research methodologies, methods and techniques relevant to the field b. Knowledge literacy and ability to interrogate multiple sources of knowledge in area of specialization c. Demonstrate understanding of processes , procedures and techniques to unfamiliar problems d. Problem solving, using specialized skills to identify, analyze and address complex problems e. Demonstrate ability to identify and address ethical issues on suitable value system f. Critically review of accessed, processed and management of information g. Producing and communicating information academically to a range of audiences h. Ability to operate effectively and manage a system i. Demonstrate to apply in self critical manner learner strategies addressing own and other’s ongoing learning needs j. Full accountability and responsibility for own and other’s work, decisions and use of resources. 	<p>Making use of informal and formal assessment methods.</p> <p><i>Diagnostic</i> – Discussion group on specific topics</p> <p>– graded homework</p> <p>– Journal on progress</p> <p><i>Formative</i> – Interviews about adjusted topics</p> <p><i>Summative</i> – Performance and portfolio on all integrated work, oral exam</p> <p><i>Integrated</i> –between all relevant modules in groups</p>



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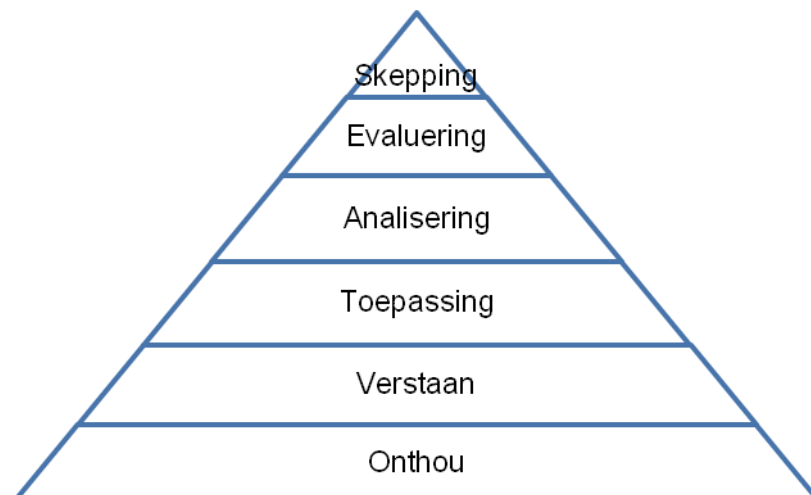
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BYLAE B

Bloom se Taksonomie / Anderson se hersiene Taksonomie

Aksiewoorde en tipiese assesseringstake / -vrae geassosieer met die hersiene Taksonomie

Kognitiewe prosesse	Aksiewerkwoorde	Tipiese assesseringstake / vrae
Vlak 1: Onthou: (Herroeping van informasie)	Herroep, herken, definieer, skryf, identifiseer, lys, noem, uitlig, verskaf, maak 'n keuse, stel, merk	Wat is die...?; Wie is...?; Wanneer het...?; Hoeveel...?
Vlak 2: Verstaan: (Om betekenis te verstaan, te interpreteer en om probleme te formuleer en te herformuleer)	Interpretering, modellering, klassifisering, opsom, afleidings, verduidelik, debatteer, parafraseer, beskryf, bepaal, gee voorbeelde, bespreek, voorspel	Stel in jou eie woorde; Gee 'n voorbeeld van...; Kies die beste opsie; Verduidelik wat is...?; Demonstreer...
Vlak 3: Toepassing: (Om 'n konsep in 'n nuwe situasie te gebruik)	Voer uit, implementeer, gebruik, bereken, los op, demonstreer, pas toe, konstrueer, reageer, motiveer, manipuleer	Hoe sal jy...?; Voorspel die uitkoms van...; Identifiseer die beste...
Vlak 4: Analisering: (Om materiaal op so 'n wyse te verdeel en op te breek, dat die struktuur verstaan word)	Organiseer, analiseer, ondersoek, kategoriseer, vergelyk, kontrasteer, onderskei, verdeel, differensieër, illustreer, identifiseer	Onderskei tussen...; Tot watter gevolgtrekking...?; Wat is die funksie van...?; Verklaar die stemming van ...; Maak aannames rakende...; Identifiseer... uit die gevallestudie
Vlak 5: Evaluering: (Om die waarde van idees of materiaal te beoordeel)	Kontroleer, kritiseer, beoordeel, stel voor, regverdig, maak 'n gevolgtrekking, verdedig, verduidelik, evalueer, assesseer, interpreteer, ondersteun, kontrasteer	Kritiseer die volgende...; Verdedig...; Vergelyk die volgende...; Beoordeel die beste...
Vlak 6: Skepping: (Om 'n nuwe struktuur/betekenis te skep deur die samevoeging van verskeie diverse elemente)	Genereer, beplan, produseer, skep, ontwerp, maak 'n hipotese, uitvinding, ontwikkel, kategoriseer, voeg saam, hersien, herskryf, som op	Ontwerp jou eie...; Ontwikkel 'n...; Formuleer die...; Los op die volgende...; Beplan 'n...; Skep 'n...



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FAKULTEIT LETTERE EN WYSBEGEERTE

VERSLAG VAN EKSTERNE MODERATOR OOR NASIEN VAN ANTWOORDSTELLE (EE)

12. **VAK** (Bv. Geskiedenis 3):
13. **NAAM VAN DOSENT:**
3. **DATUM VAN EKSAMEN:**
4. **DATUM WAAROP VRAESTEL, MEMORANDUM EN ANTWOORDSTELLE ONTVANG
IS:**
5. **DATUM WAAROP ALLES NA KONTROLE VAN ANTWOORDSTELLE
TERUGBESORG IS:**
6. **BEVINDING VAN EKSTERNE MODERATOR:**
- 6.1 Die eksaminator was
- te vrygewig in punttoekening Ja/Nee/'n Bietjie
 - te streng in punttoekening Ja/Nee/letwat
 - objektief-korrek in punttoekening Ja/Nee
7. **PUNTETOEKENING**
- 7.1 Is verskille in punttoekening gevind? Ja/Nee
- 7.2 Was die verskille ten opsigte van punttoekening? Ja/Nee
- 7.3 Was die verskille ten opsigte van die berekening van punte? Ja/Nee
- 7.4 Is verskille in punttoekening tot bevrediging van moderator en eksaminator opgelos? Ja/Nee
- Indien "nee" verduidelik:
-
-
-
-
8. Ek oordeel dat die totale korrek opgetel en bereken is: Ja/Nee
9. Hoeveel antwoordstelle is nagegaan?
- (vgl. Beleid ten opsigte Moderering sowel as die vorm BVM 1)

HANDTEKENING:

DATUM:



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FAKULTEIT TEOLOGIE

(BVM 2)

VERSLAG VAN EKSTERNE EKSAMINATOR OOR MONDELINGE EKSAMEN

BELEID TEN OPSIGTE VAN DIE TAAK VAN DIE EKSTERNE EKSAMINATOR (BTh)

'n Eksterne eksaminator word vir elke vraestel (skriftelik of mondeling) aangewys. Die vraestel word skriftelik opgestel en met sy memorandum aan die eksterne eksaminator voorgelê met die oog op evaluering.

A. Die eksterne eksaminator het die verantwoordelikheid om:

7. die voorgeskrewe vorm (*Verslag van Eksterne Eksaminator oor mondelinge eksamen – BVM 2*) te voltooi;
8. die standaard van die vraestel en memorandum te evalueer. Dek dit die kernbestek? Word krediet gegee vir inligting wat die student deur selfstudie bekom het?
9. die omvang en standaard van die eksamenmateriaal te beoordeel;
10. 'n oordeel te fel oor die persentasie vrae wat insig toets;
11. die lengte en tydsduur van die eksamen te evalueer;
12. bystand aan die eksaminator en studente te verleen ten einde goeie opvoeding en betroubare evaluering te verseker.

B. Die eksterne eksaminator het volmag om:

3. aanbevelings te maak met betrekking tot enige aspek rakende die inhoud van die bestek en eksamen, die tydsduur daarvan, die standaard en formulering van vrae en die persentasie gewy aan insigvrae. Indien die eksaminator en eksterne eksaminator nie ooreenstemming met betrekking tot 'n saak kan vind nie, word dit na die uitvoerende komitee van die Fakulteitsraad verwys, wie se beslissing finaal is;
4. negatiewe bevindings in skrif op die voorgeskrewe vorm (*Verslag van Eksterne Eksaminator oor mondelinge eksamen*) in te dien, op voorwaarde dat alle pogings om verskille uit die weg te ruim misluk het.

Die eksterne eksaminator word soos volg vergoed:

1. R150 daggeld vir eksterne moderering (Finale eksamen).
2. Die reiskostetarief word op R2.50 per kilometer vasgestel.

1. DEPARTEMENT: NKR VLAK:

2. VAK: JAARGANG:

3. DOSENT:

4. EKSTERNE EKSAMINATOR:

5. VOORAF VOORGELÊ:

5.1 Werksbestek

Ja/Nee

5.2 Klasaantekeninge

Ja/Nee

- 5.3 Voorgeskrewe handboek Ja/Nee
 5.4 Lys van moontlike vrae en antwoorde wat verwag word (memorandum) Ja/Nee
 5.5 Ander materiaal: (Spesifiseer):

.....

6. MEMORANDUM

- 6.1 Het u die memorandum betyds voor die eksamen gekry om dit te bestudeer?
- 6.2 Kon u die memorandum vooraf met die eksaminator bespreek?

7. BEOORDELING VAN MONDELINGE EKSAMEN

- 7.1 Tydsduur van mondelinge eksamen:
- 7.2 Hoeveel studente het saam die eksamen afgelê?
- 7.3 Kon die kennis en insig van elke individuele student deeglik getoets word?
- 7.4 Dek die mondelinge eksamen die volle bestek van die werk?
- 7.5 Was daar 'n eweredige verspreiding van kort vrae en lang vrae en het elke student die geleentheid gehad om op kort en lang vrae te antwoord?

.....

7.6 Dui persentasie ten opsigte van insigvrae in die vraestel aan.%
 (As *riglyn* moet die dosent vir eerstejaars sover moontlik in minstens 10% van sy vrae die insig van die student toets. Vir tweedejaars is die persentasie 15% en vir derdejaars 20%.)

7.7 Het die dosent aangetoon watter vrae op insig gemik is en u 'n aanduiding daarvan gegee?

7.8 Is u tevrede met die sukses waarmee die student se insig in die mondeling getoets is?

7.9 Kon die dinamiek van 'n mondelinge eksamen tot sy reg kom?

7.10 Is ruimte gegee vir krediet vir bydraes gedurende die semester gelewer?

7.11 Is die punttoekenning korrek?

7.12 Hoe oordeel u oor die standaard van die eksamen en werk gedurende die semester
 doen?

Te maklik	Te moeilik	Gebalanseerd
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Motivering:

8. UITKOMSTE

8.1 In welke mate voldoen die vraestel/vrae aan die spesifieke NKR vlak se uitkomste? (Sien Bylae A)

.....

8.2 In welke mate word die uitkomst volgens Bloom se Taksonomie bereik? (Sien Bylae B)

.....

9. AANBEVELINGS AAN DOSENT:

.....

10. BEOORDELING VAN DIE BESTEK

10.1 Voldoen die bestek na inhoud en omvang aan die standaard ten opsigte van kwaliteit en kwantiteit aan die toepaslike NKR vlak? Ja/Nee

Bevestig asb. u antwoord

.....

10.2 Dra u kennis van enige aspek van die werk wat as aanbeveling kan dien vir die ontwikkeling van die leermateriaal?

.....

.....

10.3 Korreleer die bestek met die toepaslike krediete vir die module?

Ja/Nee

Motivering:

.....

11. MODERATOR VAN MONDELINGE EKSAMEN

Handtekening:

Datum:

10. DEKAAN FAKULTEIT TEOLOGIE

Handtekening:

Datum:



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Registrasiesertifikaat Nr. 1999/HE08/001

Appendix A

Year Level	Assessment Purpose Assess to determine whether the following level outcomes are reached:	Assessment Methods
1, Level 5	<ul style="list-style-type: none"> k. Demonstrate informed understanding l. Knowledge : Demonstrate awareness of how knowledge systems work m. Demonstrate ability to select and apply standard methods, procedures and techniques n. Identify, evaluate and solve defined problems. o. Demonstrate ability to take account and act accordance ethical codes p. Ability to gather information q. Producing and communicating information r. Ability to operate in familiar and new contexts s. Ability to evaluate own and other performances t. Accountability of capability to work in group, taking responsibility for his/her learning 	<p>Making use of informal and formal assessment methods.</p> <p><i>Diagnostic</i> – Verbal question & answers session to test base knowledge or discussion board. – verbal or written test during learning to determine benchmark or homework exercise – Multiple choice to be marked with norms</p> <p><i>Formative</i> – Students feedback on given knowledge or class test on gained knowledge</p> <p><i>Summative</i> – Examination with knowledge based, comprehension and application of knowledge questions. (Integrated – With regard to concepts and knowledge)</p>
2, Level 6	<ul style="list-style-type: none"> k. Detailed knowledge of one or more fields l. Demonstrate understanding of different forms of knowledge, schools and thoughts m. Demonstrate ability to evaluate, select, apply n. Problem solving in unfamiliar contexts, applying solutions based on evidence o. Understanding of ethical implications of decisions p. Evaluate different sources of information q. Ability to present and communicate complex information r. Ability to make decisions in familiar and unfamiliar contexts and demonstrate understanding of relationships between systems s. Ability to evaluate performance against given criteria t. Ability to work in a group and take accountability for own and the decisions of others in well defined contexts 	<p>Making use of informal and formal assessment methods.</p> <p><i>Diagnostic</i> – Unprepared test at beginning on general knowledge or a self-assessment task – Presentation on new knowledge and thoughts – reflection on context</p> <p><i>Formative</i> – student to give feedback on performances or progress reports, test</p> <p><i>Summative</i> – Project with various completion points, oral exam in certain modules (Integrated – integration between outcomes of a module)</p>
3, Level 7	<ul style="list-style-type: none"> k. Demonstrate integrated knowledge of more than one field , discipline, practice 	<p>Making use of informal and formal assessment methods.</p>

	<p>l. Understanding of contested knowledge and explanations typical within area or field of study</p> <p>m. Understanding a range of methods in the field</p> <p>n. Identify, analyze, evaluate and address complex problems</p> <p>o. Act ethically and professionally and able to justify actions and decisions</p> <p>p. Ability to develop appropriate processes of information gathering</p> <p>q. Develop and communicate own ideas and opinions in well formed arguments</p> <p>r. Manage processes in unfamiliar contexts</p> <p>s. Demonstrate ability to identify, evaluate and address his/her learning needs.</p> <p>t. Demonstrate ability to take full responsibility for his/her work, decisions, use of resources and limited accountability for decisions of others in varied or defined contexts</p>	<p><i>Diagnostic</i> – Assignment to demonstrate integrated knowledge already acquired. – In-class activities to demonstrate understanding of knowledge – Identify and address own shortcomings.</p> <p><i>Formative</i> – Cases studies with rubric related feedback to lecturer in class, test</p> <p><i>Summative</i> – Final oral examination in all modules <i>Integrated</i> - integration of different modules on an individual bases e.g. portfolio</p>
4, Level 8	<p>k. Demonstrate knowledge at the forefront of a field and understanding of theories, research methodologies, methods and techniques relevant to the field</p> <p>l. Knowledge literacy and ability to interrogate multiple sources of knowledge in area of specialization</p> <p>m. Demonstrate understanding of processes , procedures and techniques to unfamiliar problems</p> <p>n. Problem solving, using specialized skills to identify, analyze and address complex problems</p> <p>o. Demonstrate ability to identify and address ethical issues on suitable value system</p> <p>p. Critically review of accessed, processed and management of information</p> <p>q. Producing and communicating information academically to a range of audiences</p> <p>r. Ability to operate effectively and manage a system</p> <p>s. Demonstrate to apply in self critical manner learner strategies addressing own and other’s ongoing learning needs</p> <p>t. Full accountability and responsibility for own and other’s work, decisions and use of resources.</p>	<p>Making use of informal and formal assessment methods. <i>Diagnostic</i> – Discussion group on specific topics – graded homework – Journal on progress</p> <p><i>Formative</i> – Interviews about adjusted topics</p> <p><i>Summative</i> – Performance and portfolio on all integrated work, oral exam</p> <p><i>Integrated</i> –between all relevant modules in groups</p>



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BYLAE B

Bloom se Taksonomie / Anderson se hersiene Taksonomie

Aksiewoorde en tipiese assesseringstake / -vrae geassosieer met die hersiene Taksonomie

Kognitiewe prosesse	Aksiewerkwoorde	Tipiese assesseringstake / vrae
Vlak 1: Onthou: (Herroeping van informasie)	Herroep, herken, definieer, skryf, identifiseer, lys, noem, uitlig, verskaf, maak 'n keuse, stel, merk	Wat is die...?; Wie is...?; Wanneer het...?; Hoeveel...?
Vlak 2: Verstaan: (Om betekenis te verstaan, te interpreteer en om probleme te formuleer en te herformuleer)	Interpretering, modellering, klassifisering, opsom, afleidings, verduidelik, debatteer, parafraseer, beskryf, bepaal, gee voorbeelde, bespreek, voorspel	Stel in jou eie woorde; Gee 'n voorbeeld van...; Kies die beste opsie; Verduidelik wat is...?; Demonstreer...
Vlak 3: Toepassing: (Om 'n konsep in 'n nuwe situasie te gebruik)	Voer uit, implementeer, gebruik, bereken, los op, demonstreer, pas toe, konstrueer, reageer, motiveer, manipuleer	Hoe sal jy...?; Voorspel die uitkoms van...; Identifiseer die beste...
Vlak 4: Analisering: (Om materiaal op so 'n wyse te verdeel en op te breek, dat die struktuur verstaan word)	Organiseer, analiseer, ondersoek, kategoriseer, vergelyk, kontrasteer, onderskei, verdeel, differensieër, illustreer, identifiseer	Onderskei tussen...; Tot watter gevolgtrekking...?; Wat is die funksie van...?; Verklaar die stemming van ...; Maak aannames rakende...; Identifiseer... uit die gevallestudie
Vlak 5: Evaluering: (Om die waarde van idees of materiaal te beoordeel)	Kontroleer, kritiseer, beoordeel, stel voor, regverdig, maak 'n gevolgtrekking, verdedig, verduidelik, evalueer, assesser, interpreteer, ondersteun, kontrasteer	Kritiseer die volgende...; Verdedig...; Vergelyk die volgende...; Beoordeel die beste...
Vlak 6: Skepping: (Om 'n nuwe struktuur/betekenis te skep deur die samevoeging van verskeie diverse elemente)	Genereer, beplan, produseer, skep, ontwerp, maak 'n hipotese, uitvinding, ontwikkel, kategoriseer, voeg saam, hersien, herskryf, som op	Ontwerp jou eie...; Ontwikkel 'n...; Formuleer die...; Los op die volgende...; Beplan 'n...; Skep 'n...

