



# 1, 2 and 3DIE 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**

430 Farenden Street  
SUNNYSIDE  
0002

Tel.: (012) 344-3960/1/2  
Fax: (012) 344-5480  
Email: [info@apa.ac.za](mailto:info@apa.ac.za)  
[www.apa.ac.za](http://www.apa.ac.za)

PO Box 11488  
HATFIELD  
0028

## INSTITUTIONAL POLICY ON ASSESSMENT

Policy Owner	Board of The APA
Responsibility	Quality Commissioner and Quality Committee
Status	Approved, 11 March 2015
Dates of amendments	29 July 2016
Review date	2021

## Assessment and Procedures

### 1. Introduction

- The purpose of the Policy is *inter alia* to state the departing principles of the Institution as far as Assessment and Procedures are concerned; to stay in line with assessment practices at other universities.
- Through this Policy for Assessment the standards for performance by lecturers and by students are evident; the strong and weak points of learning materials and of student outputs come to the fore.
- The Policy forms a standard for promotion and certification regarding the output by students.
- The Policy is an instrument for the Senate and to ensure the best standards, each lecturer should apply the policy.
- The contents of the Policy must also be known by the students and inspire them to adhere to the standards thereof.
- The Policy is a great criterion for impartial measurement of study material and student performances and achievements.
- Knowledge of the aims of the Policy is unquestionably necessary for internal and external assessment by academic staff of the achievements of students.
- The proper functioning of the Policy is dependent on several parties concerned: the student, the assessor or lecturer, the Dean of the Faculty, the Board of the Faculty, the Quality Assurance Committee, and the Senate.
- When a new staff member is appointed, he has to become acquainted with all the policies of the Institution – and specifically also of this Policy.
- Assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, so that an integrated approach to assessment is incorporated into the qualification.
- Learning, teaching and assessment are inextricably interwoven. Where possible, the assessment of knowledge, skills, attitudes and values shown in the qualification should be integrated.
- Assessment instruments are designed for RPL in accordance with the existing policy on fair and transparent assessment. Assessment must generate grading, ranking, selecting and predicting. It must also provide feedback in order to improve the curriculum.
- The programme has to take measures to ensure the reliability and rigorous security of the assessment system. Therefore:
  - The Institution has to publish the rules governing assessment and communicate them to students and relevant stakeholders;
  - Evidence has to be provided to demonstrate that these rules are widely adhered to;
  - Breaching/ violation of assessment regulations, have to be dealt with in good time;
  - The Institution has to provide students with information and guidance on their rights and responsibilities regarding assessment processes (for example what plagiarism, penalties, terms of appeal, supplementary examinations entail);
  - The student appeals procedures have to be explicit, fair and effective;
  - There must be clear and consistent published guidelines/ regulations for:
    - Marking and grading of results;
    - Aggregation/ compilation of marks and grades;
    - Progression and final awards;
    - Credit allocation and articulation.

### 2. Internal assessment of student learning achievements

#### a. Internal Assessment and Moderation

- Formal assessment dates are communicated to the students by means of a timetable. Every student receives this timetable well in advance. There must be two assessments per

semester and at least one exam paper on each subject during the semester exams. Internal assessment of student learning achievements is incorporated into class discussion groups, exam papers and assignments. At least two assignments or tests are needed to assess the student's progress in a semester. These tests are used in conjunction with the lecturer's assessment of the student's responsiveness in class, to make an internal assessment of the student's learning achievements and to identify possible problems pro-actively.

For every test, exam or assignment, the lecturer gives the student a mark out of a possible 100.

The marking system works on the following basis:

To be admitted to a semester exam, a student must have a mark of at least 40%.

To complete a semester successful, a student must obtain an average of 50% on condition that a student does not receive less than 40% in the final exam.

To qualify for a re-examination, the average of the semester mark and the exam must not be less than 40 %.

To qualify for a sick-exam, a student must present a valid doctors certificate for the date and/or duration of the exam.

To be able to attain a distinction, the average of the semester mark and the mark of the final exam, must be 75%% and above.

To achieve a degree with distinction, the marks of the two main subjects must be 75 % and above 75% for at least the final year.

- Academic staff responsible for teaching the course or a module have to assess the student learning achievements in a system that includes internal moderation. Internal moderation must include academic staff who design, implement and mark formative and summative assessments of students, and place the results on record, with feedback to students.
- In the case of summative assessment, internal moderation checks have to be undertaken in order to ensure the reliability of the assessment procedures.
- When assignments are received, they have to be evaluated, recorded, processed in such a period of time that feedback can be given before the next assessment task.
- **ASSIGNMENTS RECEIVED LATER THAN DUE DATES WILL NOT BE ASSESSED AND PROCESSED.**
- The learning achievements of students on the exit level of a qualification, have to be moderated externally by qualified people who conduct their responsibilities in terms of clear guidelines.
- The personnel must be appropriately qualified in order to moderate students' learning achievements.
- Moderators/examiners are appointed in terms of clear criteria and procedures and conduct their responsibilities in terms of clear guidelines.
- Student progress must be monitored in the course of the programme.
- Validity and reliability must be ensured regarding assessment practices.
- All assessment results must be recorded reliably and securely. Assessment data has to be accessible to academic coordinators, administrators, teaching staff and students.
- Disputes regarding assessment results must be settled according to the Institution's Policy on Student Disputes Regarding Assessment Results.
- The assessment system is ensured especially with regard to plagiarism, for which a policy exists.
- The competence of the staff regarding assessment must be developed.
- The approved policy and procedures for RPL must be followed. This includes the following regarding prior learning: documentation, assessment, evaluation, transcription against specified learning outcomes. In this way it can be articulated with current programmes and qualifications. RPL has to be done in an effective, reliable and consistent manner.

## **b. External assessment and moderation**

The summative assessment of the highest **exit-level modules** is **externally** moderated. For final year exam papers the moderator/examiner must be from outside the institution, preferably at a recognized tertiary institution. External moderators/examiners are appointed by the Board of the Faculty after receiving a submission of a *curriculum vitae* giving evidence of appropriate qualifications and skills. Evidence of past moderation experience must be delivered.

External moderation/examination includes: The moderators/examiners must be recommended by the Board of the Faculty; they have to be experts and must have qualifications of at least on the same level than the qualification being moderated/examined; they have to be changed regularly; they may not be part of a reciprocal arrangement; they have to be responsible to the Board of the Faculty.

External moderators/examiners have to be in possession of the full curriculum and of the guidelines to assist them in completion of their reports.

At the exit level external moderators/examiners have to mark fully: 10% of the examination scripts for each paper; they have to do random checks for another 20% of the scripts. If there are five or less examination scripts, it is expected of the external examiner to check all.

External moderators/examiners have to report to the relevant lecturer. If problems arose they have to be discussed with the lecturer and the Dean of the Faculty.

External moderators/examiners have to approve the final marks by way of their signatures.

It is expected from external moderators/examiners to comment on the validity of the assessment instruments, the quality of student performance and the standard of the students' performance and standards; also on the reliability of the marking process. They have to report on any concerns they might have regarding institutional and professional regulations.

## **3. Monitoring student progress**

The monitoring of students' progress is of high importance at the institution. Students' progress is monitored by means of class discussions and written assignments on topics relevant to the appropriate programme. Examination and external moderation play an important part in the assessment of our students' progress. Students are also invited to electronic discussion groups via e-mail and the website. Academic personnel are also available to students by e-mail, discussion groups, or telephonically.

## **4. Identification and support of at-risk students**

Part of the process of monitoring student progress, is the identification and support for at-risk students. The following procedure must be followed in the process of monitoring student progress:

- Identification of at-risk students in the teaching and learning process.
- Identification of at-risk students through the assessment processes and recording of results
- The support of at-risk students by lecturers in the teaching and learning process.
- The identification of at-risk students by monitoring student results by programme – coordinators.
- Actions, voluntary and compulsory, for at-risk students, developing life and especially academic skills.

## 5. Ensuring the validity and reliability of assessment practices

All academic staff members must meet the required minimum qualifications (one level above that of programme) in specific fields within the spectrum of their subjects. For every exit level exam an internal moderator and for the highest exit level, an external moderator must be appointed to validate the reliability of the assessment practice. All external moderators must at least be in possession of a degree on the same level than the one on the specific field of examination. The external moderators must be from **outside** the institution, preferably at a recognized tertiary institution. Moderators are appointed by the Board of the Faculty after receiving a *curriculum vitae* giving evidence of appropriate qualifications and skills. Evidence of past moderation experience must be delivered.

Assessment practices have to be effective and reliable in measuring and recording student attainment of the intended learning outcomes. This includes:

- That assessment criteria have to be commensurate with the level of the qualification, the requirements of SAQA, professional bodies, and have to be made explicit to staff and students.
- Learning activities and the required assessment performances have to be aligned with learning outcomes and the modular level.
- Learning outcomes for the programme/ module as well as their link to assessment criteria, have to be communicated to students. The measuring of student attainment of the needed outcomes have to be measured through a range of appropriate assessment tasks. Furthermore, there should be at least one integrated assessment procedure for each qualification.
- The accuracy, consistency and credibility of results have to be in operation as a system. This entails: consistency and concurrence between assessors and external examiners.
- All assessment results must be recorded reliably and securely. Assessment data has to be accessible to academic coordinators, administrators, teaching staff and students.

## 6. Secure and reliable recording of assessment results

All assessment results, exam papers and examiner documents must be kept on file in our security safe. For every exam a form must be completed and signed by the external examiner and lecturer concerning the secrecy, validity and reliability of the exam paper and moderation process.

An electronic copy of the dissertation is kept on file for future reference or queries.

In this regard, see also the Institutional Policy on the Secure and Reliable Recording of Assessment Results.

## 7. Settling of student disputes regarding assessment results

As was mentioned above, all question papers, exam papers, and examination forms are kept safe under lock and key. In the case of a dispute regarding assessment results, the student has the option to take up the matter with the lecturer.

In all exams, as decided by Senate and indicated on all exam papers, students in marginal cases with regard to passing or failure, as well as distinction or not, do have the right to ask for a reflection opportunity.

Furthermore, the policy makes provision for the following:

An appeal can be submitted to the Registrar and/or the programme coordinator, which includes the remarking of the exam paper as well as a re-moderation by another external examiner.

In the case of the student not being satisfied, the case is immediately put on the agenda of the meeting of the Board of the Faculty and discussed there. All documentation is regarded strictly confidential. The student has the right to present his case to the Board of the Faculty.

The student has the right of appeal to the Senate if the matter is not resolved. The decision of the Senate is final.

## **8. Rules regarding plagiarism (See also the policy on plagiarism)**

This institution regards plagiarism a very serious felony and when found guilty, a student may be expelled from our institution indefinitely. According to our policy regarding plagiarism, every student is informed about the regular occurrence of plagiarism at tertiary institutions and the dire consequences upon being found guilty of this misdemeanour. When handing in an assignment, the student is obliged to declare that the work is his/her own by means of the submission of a signed "submission form". In this form the student is obliged to declare that where the work of someone else was cited, the student has recognize the source in full accordingly. The form is signed by the student and the lecturer.

When writing a test or exam, students are obliged to sign the rules and regulations regarding cribbing and plagiarism, taking note of the importance thereof by multiple occasions.

## **9. RPL (See also Policy on RPL)**

During the RPL process, the Registrar:

- chairs RPL assessment panel and process
- has the final responsibility for compiling assessment panels in conjunction with the relevant academic departments
- schedules assessments such as interviews, challenge exams etc
- oversees the assessment process
- collates the reports
- ensures quality control of the RPL process
- submits the RPL Assessment Panel's findings to administration.
- is responsible for written feedback to candidates, outlining panel recommendations and learner support options.

After completion of the RPL assessment process, the Registrar

- signs (as signatory of Senate) the relevant documentation
- enters the RPL credit on the student's /candidate's academic record.

## **10. Assessment of Work Integrated Learning (WBL)**

Assessment of fundamentals should be integrated as far as possible with other relevant aspects of the science of each subject and if possible, it should be made practical in context. A variety of methods must be used in assessment. The tools and activities must be appropriate to the context in which the learner is working or will be working. Where it is not possible to assess the learner in the workplace, simulations, role-plays and other similar techniques must be used to provide a context appropriate to the required assessment.

Tertiary learning is not only didactic but also more situated and practical by ways of participation. This also form part of the assessment process.

The term "integrated assessment" implies that theoretical and practical components should be assessed simultaneously. During the process of "integrated assessment", the assessor should make use of a range of formative and summative assessment tools and methods and assess combinations of practical, applied, foundational and reflective competencies.

For WBL students are given a mark out of 100 on the appropriate NQF Level of work done as part of the WBL.

Assessment must be done on all WBL that are relevant to the main applied discipline.

## **11. Sick and supplementary exams**

If a test or exam is missed due to sickness or a valid reason like death in first lines of relationships, a sick note from a doctor is needed covering the date of the test or exam. In case of death an oath statement or funeral confirmation must be submitted. Dates of **sick tests and/or exams** will be communicated where applicable.

In case of an emergency, like an accident, a student must submit proof by either an oath statement or a police statement covering the date and time of a test or exam.

In case of psychological conditions, each case will be handled on merit. Exam stress will not be considered a valid excuse due to the fact that all student suffer from exam stress. Only a sick note from a registered psychologist or psychiatrist will be accepted.

Sick and/or supplementary exams are considered second opportunity exams.

The **supplementary exams** will be written approximately 7 days after the release of the mid-year or year-end exam results. All supplementary exams must finish at the latest at the end of June and/or 6 – 14 December of each year respectively.

Distant students are obliged to make arrangements with their supervisors and to submit their sick note also to their supervisors and faxed the note to the office of the registrar as soon as possible or at the latest on the date of the sick exam.

## **12. Exams of distant students (where applicable).**

The same matters of the assessment policy and procedures (1 - 10) apply for the exams of distant students.

For distant students the following rules and procedures apply

### 12.1 Site of the exam:

12.1.1 The relevant form for approval of the site of the exam must be completed, submitted and approved by the Dean of the Faculty and the Registrar of the Institution.

12.1.2 Only after approval the site will be registered as a site for exams.

12.1.3 An electronic test with the given details must be run and successfully completed without any problems before any tests or exams can be conducted at a specific site.

12.1.4 There must be continuous invigilation at the site.

12.1.5 A relieving invigilator must be approved by the Institution for every invigilator approved for relief or cases of emergency.

### 12.2 Invigilators:

12.2.1 Invigilators must be people of stature and integrity as well as responsible persons in a certain community such as a headmaster of a school or a church minister. Take note: An invigilator may NOT BE RELATED ad family or friend to a student writing a test or exam.

12.2.2 The invigilator must be present for the duration of the exam. Under NO CIRCUMSTANCES students can be left alone in an exam.

12.2.3 The student can only take the time indicated on the exam paper to complete the exam.

12.2.4 No study guides, hand books or any other papers may be taken into the room.

12.2.5 Cell phones must be switched off and handed to the invigilator for secure keeping.

12.2.6 After completing the answers, the book and/or answering sheets must be handed in to the invigilator and not given back to the student by the invigilator.

12.2.7 The answering book/sheet must be faxed back to the institution within one hour of completion of the exam. Answering book/papers must be kept and mailed and/or handed over to the Institutions by the first possible opportunity.

12.2.8 In case of any irregularities, the answering book and/or sheet must be taken in immediately and faxed through with an invigilators report to the Institution.

12.2.9 If an invigilator must leave the room during the exam, the relieving invigilator must take over.

## **12. Recording of assessment results**

The Institution places high priority on the secure and precise recording of assessment results. This enclosure to the assessment policy guides the recording and administration of assessment results at the institution.

Annexure A Appendix 1,2 and 3 of the Assessment Policy

- a. At the closing date of each semester indicated on the annual calendar of the institution, all assessment results on the approved assessment result form, must be handed in at the personal assistant (PA) of the registrar of the institution.
- b. The PA of the registrar records the results on the official administrative programme, EMC, and the assessment result form goes back to the lecturer.
- c. Assessment results are provided to students via the administration programme which gives students record of their semester results and thereby their position regarding the forthcoming semester exams. See Annexure B, Appendix 1
- d. In case of moderation:  
After the exam, the lecturer provides the examination results after moderation to the PA of the registrar. See Annexure B, Appendix 2, Phase 1
- e. The PA of the registrar records the results into the administration programme, which according to policy where the semester mark weighs 50% and the examination mark weighs 50%, automatically provides the final mark of each student. This calculation is checked and controlled by the PA of the registrar. This can be controlled against the assessment result form where all results are captured and calculated. Annexure B, Appendix 2, Phase 2.
- f. After final recording of the assessment results, the registrar in meeting with the PA checks and approves all assessment results.
- g. The assessment results of each semester are then approved by the Dean/Programme Coordinator of each programme.
- h. Results are then made available to all students via the EMC-programme.

In case of any discrepancies between the form and the recorded results, or disputes in general, the matter is immediately referred to the lecturer, the registrar and the Dean/Programme Coordinator (in that order) to get the matter settled according to an outlined process, see Annexure B, Appendix 3.

## **13. Relevant Policies**

Institutional Policy on Examination, Moderation and External Examination.

Policy on Work Base Learning (WBL)

RPL Policy

Institutional Policy and Procedure on security of recording of assessment results.

Policy on monitoring and evaluation of assessment results.

**Annexure A : Capturing of assessment results**

**Annexure B: Recording of assessment results (Process)**



**ANNEXURE A  
APPENDIX 1 - MARKSHEET**



**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**

**SAMPLE**

**BA RESULTS**

**SUBJECT AND CODE:** ..... **LECTURER:** .....

**2015**

<b>ASSESSMENT INFORMATION</b>			<b>Sem. Test 1</b>	<b>Sem. Test 2</b>	<b>Semester Mark</b>	<b>Examination Mark</b>	<b>FINAL Mark</b>	<b>2<sup>nd</sup> OPP Mark</b>	<b>COMMENT</b>
<b>NAME</b>	<b>DATE:</b>	<b>DATE:</b>	<b>DATE:</b>	<b>DATE:</b>	<b>DATE:</b>	<b>DATE:</b>	<b>DATE:</b>		

**LECTURER:** ..... **DATE:** .....

**MODERATOR:** ..... **DATE:** .....

**CHECKER:** ..... **DATE:** .....

**DEAN:** ..... **DATE:** .....

**EXPLANATORY NOTES:**

1. To be admitted to a semester exam, a student must have a mark of at least 40%.
2. To complete a semester successful, a student must obtain an average of 50% on condition that a student does not receive less than 40% in the final exam.
3. To qualify for a re-examination, the average of the semester mark and the exam must not be less than 40 %.
4. To qualify for a sick-exam, a student must present a valid doctors certificate for the date and/or duration of the exam.
5. To be able to attain a distinction, the average of the semester mark and the mark of the final exam, must be 75% and above.

6. To achieve a degree with distinction, the marks of the two main subjects must be 75% and above 75% for at least the final year.

## APPENDIX 2 – GUIDELINE FOR ASSESSMENT OF ASSIGNMENTS



## DIE AFRIKAANSE PROTESTANTSE AKADEMIE NPC

Registrasienommer: 2002/031756/08

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

Registrasiesertifikaat Nr. 1999/HE08/001

<b>EERSTE JAAR</b>		<b>PUNT</b>
<b>Inhoud Vraag 1</b>		/
<b>Inhoud Vraag 2</b>		/
<b>Inhoud</b>		/
		/
	<b>Subtotaal vir inhoudelike kwaliteit van take</b>	/80
<b>Formaat</b>	Strukturering en logiese uiteensetting, skrifgrootte, lynspasieëring, paragrafering struktuur, hoeveelheid bladsye	/ 8
<b>Bronverwysings</b>	Korrekte tegniek, voldoende verwysings per bladsy, voldoende hoeveelheid bronne volgens taakvoorskrifte	/ 7
<b>Aanbieding</b>	Taalversorging, akademiese taalgebruik, aanbieding styl, logika van argumentering, gebruik van voorbeelde of toepaslike visuele voorstellings	/ 5
	<b>Subtotaal vir akademiese geletterdheid komponent</b>	/ 20
<b>Totale punt</b>		/ 100
<b>Kommentaar</b>		
<b>TWEDE JAAR</b>		<b>PUNT</b>
<b>Inhoud Vraag 1</b>		/
<b>Inhoud Vraag 2</b>		/
<b>Inhoud</b>		/
		/
	<b>Subtotaal vir inhoudelike kwaliteit van take</b>	/70
<b>Formaat</b>	Strukturering en logiese uiteensetting, skrifgrootte, lynspasieëring, paragrafering struktuur, hoeveelheid bladsye	/ 10
<b>Bronverwysings</b>	Korrekte tegniek, voldoende verwysings per bladsy, voldoende hoeveelheid bronne volgens taakvoorskrifte	/ 10
<b>Aanbieding</b>	Taalversorging, akademiese taalgebruik, aanbieding styl, logika van argumentering, gebruik van voorbeelde of toepaslike visuele voorstellings	/ 10
	<b>Subtotaal vir akademiese geletterdheid komponent</b>	/ 30
<b>Totale punt</b>		/ 100
<b>Kommentaar</b>		
<b>DERDE JAAR</b>		<b>PUNT</b>
<b>Inhoud Vraag 1</b>		/
<b>Inhoud Vraag 2</b>		/
<b>Inhoud</b>		/
		/
	<b>Subtotaal vir inhoudelike kwaliteit van take</b>	/65
<b>Formaat</b>	Strukturering en logiese uiteensetting, skrifgrootte, lynspasieëring, paragrafering struktuur, hoeveelheid bladsye	/ 10
<b>Bronverwysings</b>	Korrekte tegniek, voldoende verwysings per bladsy, voldoende hoeveelheid bronne volgens taak voorskrifte	/ 10
<b>Aanbieding</b>	Taalversorging, akademiese taalgebruik, aanbieding styl, logika van argumentering, gebruik van voorbeelde of toepaslike visuele voorstellings	/ 10
<b>Akademiese Kreatiwiteit</b>	Tabelle, grafieke, kaarte, ekstra en unieke verwante inligting bo en behalwe vereistes, evaluasies, diepte, insig	/ 5
	<b>Subtotaal vir akademiese geletterdheidskomponent</b>	/ 35
<b>Totale punt</b>		/ 100
<b>Kommentaar</b>		

## APPENDIX 3 – GUIDELINE FOR ASSESSMENT OF MINI-DISSERTATION



### DIE AFRIKAANSE PROTESTANTSE AKADEMIE NPC

Registrasienommer: 2002/031756/08

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

Registrasiesertifikaat Nr. 1999/HE08/001

NAAM VAN STUDENT: .....

TITEL VAN SKRIPSIE: .....

#### A. FORMEEL (waarde: 20%)

1.	Versorgingsindruk (netheid, omslag, bindwerk, tikgehalte, ens.)		5
2.	Buitebladversorging		1
3.	Titelblad (uitleg, korrektheid: titel, student, graad, vak/departement, instansie, studieleier, datum)		3
4.	Voorwoord		1
<b>5.</b>	<b>Inhoudsopgawe</b>		
5.1	Algemene Inleiding	2	
5.2	Hoofstukke		
5.2.1	Inleidende opmerkings	1	
5.2.2	Onderafdelings	1	10
5.2.3	Samevatting	2	
5.3	Gevolgtrekking	3	
5.4	Bronnelys	1	
5.5	Bylaes (indien van toepassing)	(-)	
6.	Opsomming van skripsie in Afrikaans		2
7.	Opsomming van skripsie in Engels		1
8.	Sinvolle struktuur?		2
9.	Logiese gang?		2
10.	Taalgebruik		1

<b>11. Brongebruik</b>		
11.1 Bronaanhalings		
11.1.1 Korrekte aanhalings?	1	
11.1.2 Korrekte verwysings, bv. (Cloete 1990:59)?	1	3
11.1.3 Aanhalings binne oorspronklike konteks?	1	
11.2 Verwysing na bronne (in teks van skripsie)		
11.2.1 Binne oorspronklike konteks?	1	
11.2.2 Korrekte dokumentering, bv. (vgl. Cloete 1990:59)	1	2
11.3 Sinvolle kritieklewering (Skrif laat spreek)?		5
<b>11.4 Bronnelys</b>		
11.4.1 Formeel: alfabeties, puntuasie, onderstreping	2	
11.4.2 Genoeg bronne gebruik?	2	
11.4.3 Datum	1	12
11.4.4 Uitgewer	1	
11.4.5 Plek	1	
11.4.6 Verteenwoordigend?	3	
<b>12. Opsommings in Afrikaans en in Engels</b>	2	

50

**Punt toegeken:** A (= )

**Berekening:**  $\frac{A}{50} \times \frac{20}{1} = B (= )$

**B. INHOUDELIK (waarde: 80%)**

**1. Inleiding**

1.1	Probleemstelling	1	
1.2	Metodologie	1	3
1.3	Doelwitstelling	1	

**2. Aktualiteit**

2.1	Is tema aktueel?	1	2
2.2	Is die aktualiteit aangetoon?	1	

**3. Globaal**

3.1	Geslaag om die tema wetenskaplik te hanteer?	5	10
3.2	Saak oortuigend bewys, of die probleem opgelos?	5	

**4. Gehalte/Standaard**

1.1	Blote kompilasiewerk? (Indien die geval, kan moeilik meer as 60% toegeken word.)		
4.2	Waar bronne gebruik is, is die stellings geïnterpreteer, geweeg, beoordeel?	10	
4.3	Is die Skrif in die beoordeling (vgl. 4.2) <i>organies</i> gebruik?	5	
4.4	Is daar sinvolle kritieklewering op ander se standpunte?	5	
4.5	Kom selfstandige teologiese navorsingsvermoë en -denke na vore?	10	
4.6	Waar van toepassing: Het belydenisskrifte in die skripsie meegespreek? (Puntetoekenning by 4.3)	-	
4.7	Is daarin geslaag om by die tema te hou, te konsentreer - en nie in afdwaalpaadjies en wydlopgigheid te beland nie?	5	

Al bogenoemde raak die standaard van die skripsie.

50

**Punt toegeken:** C (= )

**Berekening:**  $\frac{C}{50} \times \frac{80}{1} = D (= )$

**FINALE PUNT:** B + D = %.

**C. BEOORDELING**

1. Die student slaag/slaag nie. (Skrap wat nie toepassing is nie).
2. Punt toegeken \_\_\_\_\_%.
3. Is die gehalte sodanig dat 'n eksemplaar met vrymoedigheid in ons Teologiese Biblioteek opgeneem kan word? Ja/Nee

**HANDTEKENING VAN DOSENT:** .....

**DATUM:** .....

**D. BESLUIT DEUR FAKULTEITSRAAD TEOLOGIE**

1. Punt toegeken: \_\_\_\_\_%
2. Neem op in Biblioteek: Ja/Nee.
3. Ander: .....  
.....  
.....  
.....

**HANDTEKENINGE:**

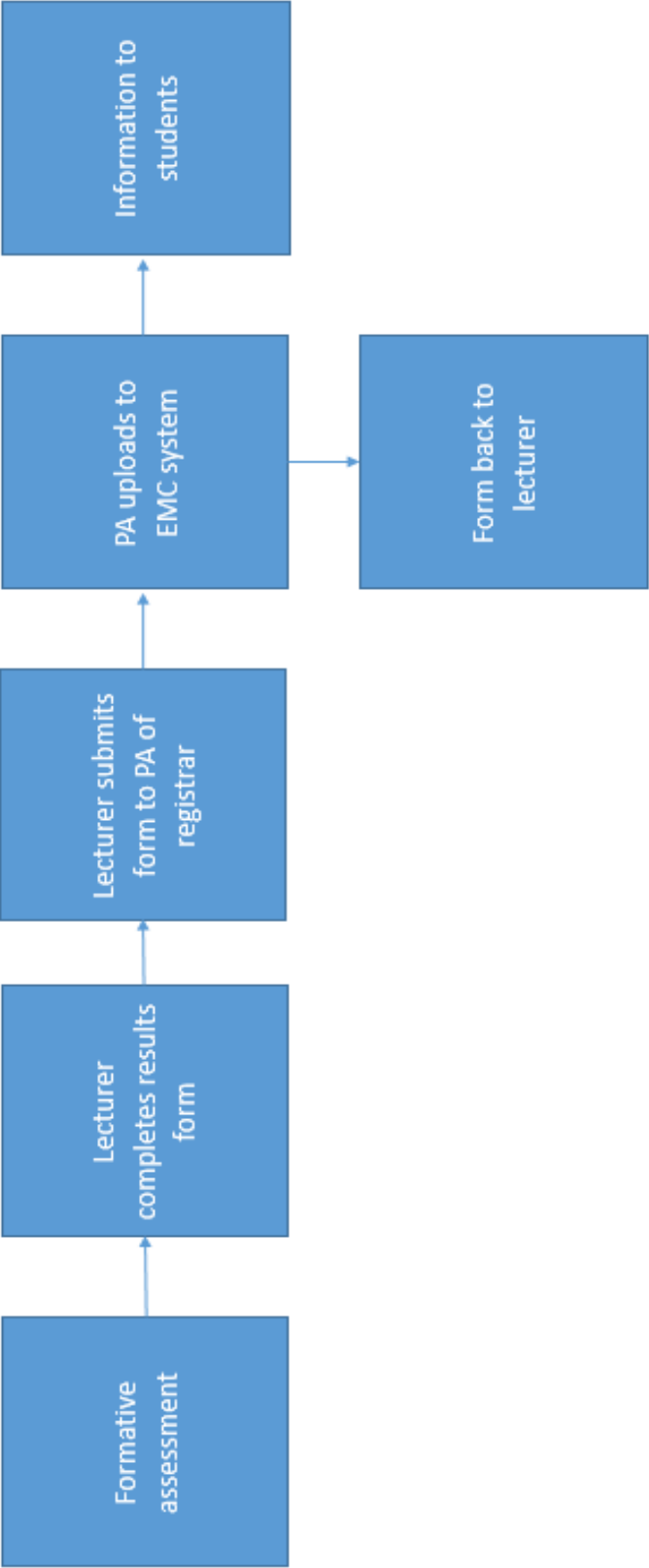
**VOORSITTER:** .....

**SKRIBA:** .....

**DATUM:** .....

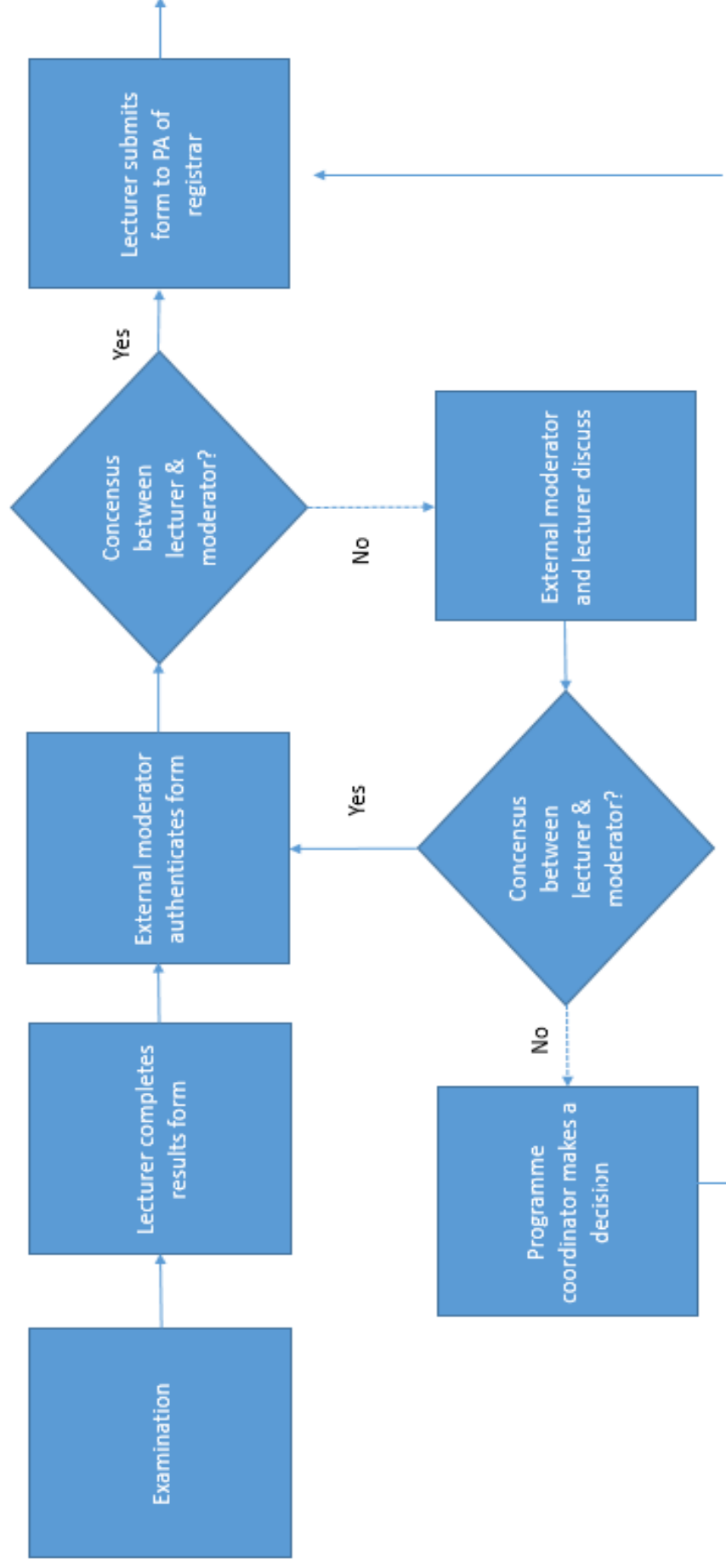
**ANNEXURE B – MARKS CAPTURING FLOW**

**ANNEXURE B – APPENDIX 1**  
**Capturing of semester marks**



## ANNEXURE B – APPENDIX 2

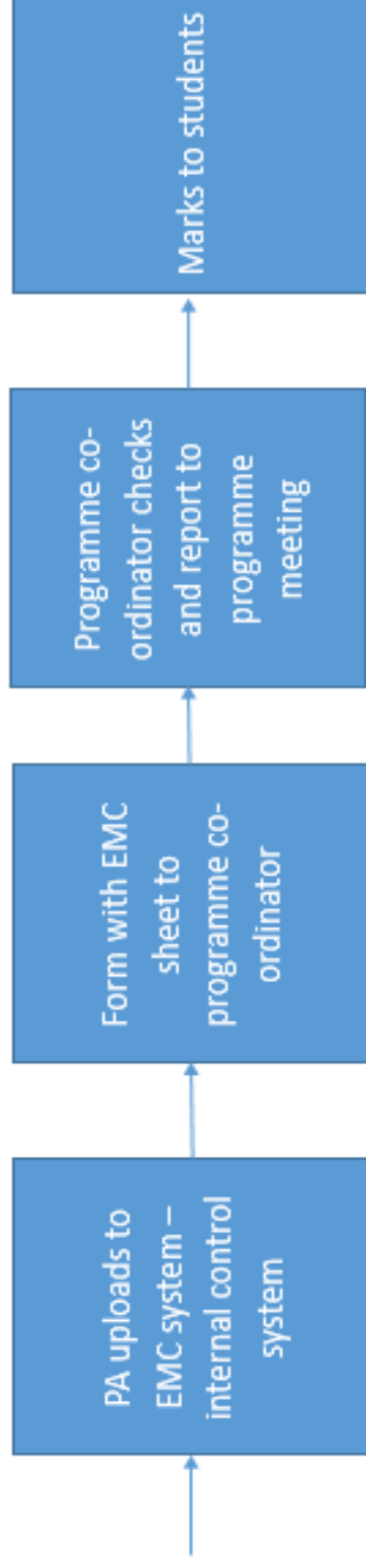
### Capturing of examination marks: Phase 1





## APPENDIX 2 CONTINUED

### Capturing of examination marks: Phase 2



## ANNEXURE B – APPENDIX 3

### Capturing of examination marks: Appeal process

