
3. ASSESSMENT/EXAMINATIONS AND MODERATION

GUIDELINES FOR SETTING A QUESTION PAPER

1. EXAMINATION AS A FORM OF ASSESSMENT

- What is assessment and why is it done?
 - Any action aimed at assessing a learner's progress in terms of intended learning outcomes
 - Always comprises an assessment form and corresponding assessment instrument
- Examination as a form of assessment
 - Assessment which requires a learner to answer questions put to him/her
 - A written examination comprises a question paper and memorandum as assessment instrument

2. KEY ASPECTS OF AN EXAMINATION QUESTION PAPER AND MEMORANDUM

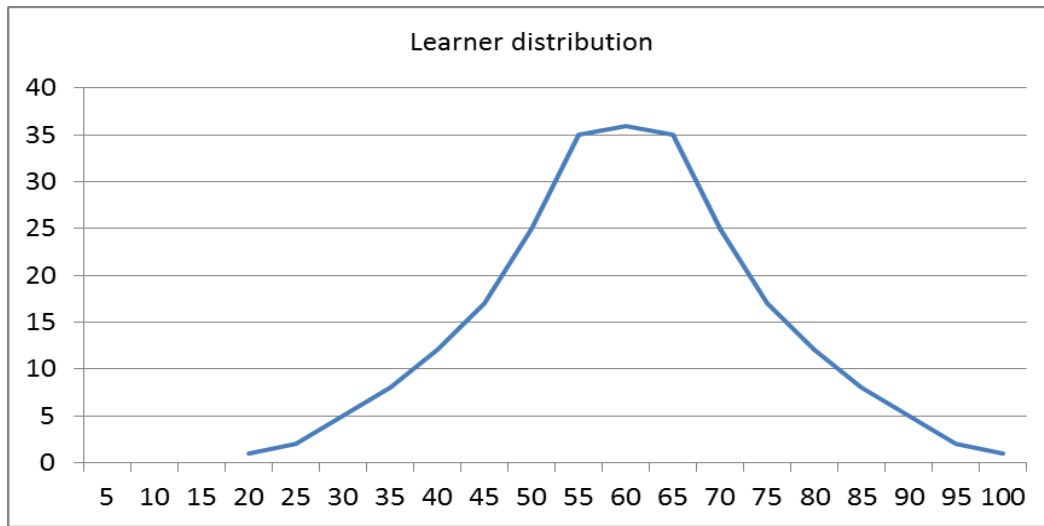
- Aimed at assessing achievement in terms of intended outcomes
- Maintains a specific standard (level of difficulty) to an external standard
- Provides for vertical differentiation: weaker but hard working candidates can pass while stronger and hard working ones can excel
- Covers the content specified by the curriculum
- Reflects a specific weighting of the contents
- Enables the candidate to decide how much time to spend on each question and to what depth to answer the question
- Uses appropriate language
- Makes provision for unanticipated but correct answers
- Questions sequenced in a specific order
- Includes different types of questions

3. PAPER AIMED AT ASSESSING ACHIEVEMENT IN TERMS OF INTENDED OUTCOMES

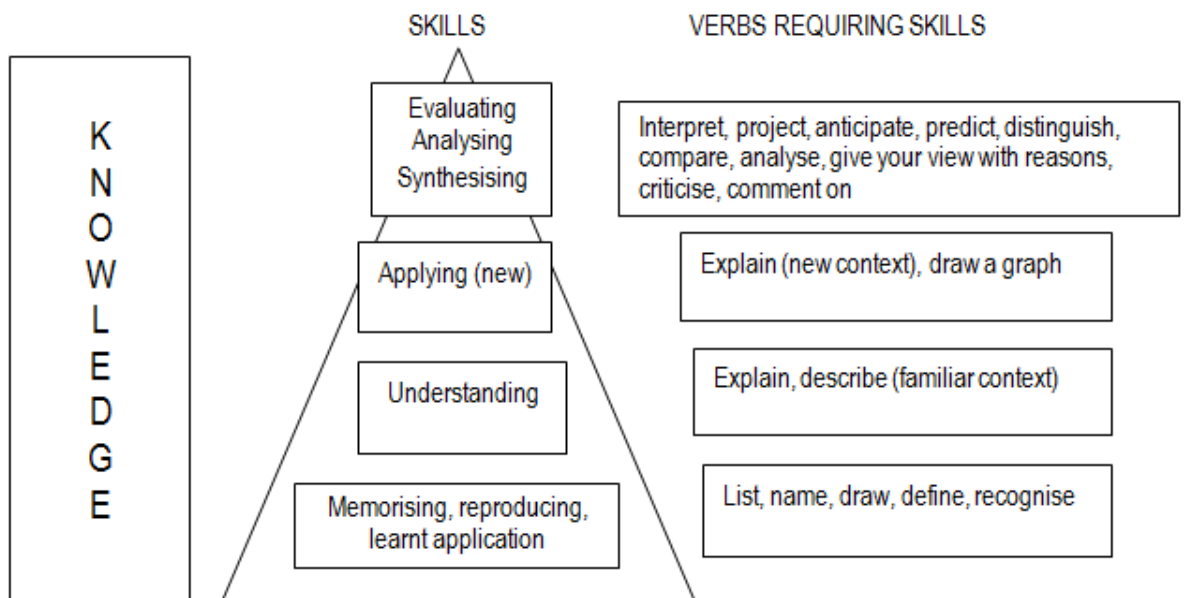
- Assessing in terms of outcomes does not mean OBE – it is a feature of all meaningful education
- Outcomes/objectives always comprise a knowledge component and skills component
- Skills include intellectual and motor skills
- Verbs are used to specify the skill that is required
- Examples:
 - The learner should be able to:
 - List (verb) the features of a successful business (knowledge);
 - design (verb) a electrical circuit (knowledge);
 - explain (verb) the working of a battery (knowledge).

4. PAPER MAINTAINS A SPECIFIC STANDARD (LEVEL OF DIFFICULTY)

- Use an external standard as norm – not the group
- Aim at achieving a bell-curve distribution



5. PAPER MAINTAINS A SPECIFIC STANDARD (LEVEL OF DIFFICULTY)



9. **PAPER INDICATES HOW MUCH TIME SHOULD BE SPENT ON A QUESTION & THE REQUIRED DEPTH**
- The mark allocation in the memorandum and the total mark for a question must give the candidate a clear indication of the time he/she should spend on the question and to what depth he/she should answer the question
 - To achieve this:
 - Avoid writing the memorandum to match the marks awarded for the question (the memorandum must determine the final marks for the question); and
 - be consistent with the allocation of marks in terms of time required and/or length of answer.

10. **PAPER USES APPROPRIATE LANGUAGE**
- Put the questions as simple as possible – the language should not make it difficult for the candidate to understand what is being asked
 - Do not use terminology which the candidates might not know the meaning of

11. **MEMORANDUM MAKES PROVISION FOR UNANTICIPATED BUT CORRECT ANSWERS**
- Make sure that the candidate can be compensated for correct answers that are not included in the memorandum (in the case of open ended questions, include a note in the memorandum e.g. “.....or any interpretation that shows that the candidate understands the content”)

12. **QUESTIONS ARE SEQUENCED IN A SPECIFIC ORDER**
- A question paper should start with questions which most of the candidates should be able to answer (the same applies to sub-questions within a question)
 - Put questions which will take a long time to answer, towards the end of the paper

13. **PAPER INCLUDES DIFFERENT TYPES OF QUESTIONS**
- Use as many as possible different types of question within the framework provided by policy, e.g.
 - Short objective questions (multiple answer etc)
 - Paragraph questions
 - Essay questions
 and among these, variations in terms of skills required e.g. “present data in the form of a graph”, “interpret data”, “express own view and explain why”, etc.

14. **STEPS IN THE SETTING OF A QUESTION PAPER**

1.	Consult policy documents
2.	Decide on approximate marks to content weighting & question types
3.	Compile questions and memorandum for each
4.	Put together as question paper, fine-tune, check
5.	Internal moderator
6.	Amend to comments
7.	External moderator
8.	Amend to comments
9.	Language edit and translate
10.	Proofread

15. **MODERATION**
- Moderation comprises an assessment of the question paper and memorandum in terms of the criteria which the examiner is supposed to apply when compiling the paper and memorandum.
 - These include the following:
 - Aimed at assessing achievement in terms of intended outcomes
 - Maintains a specific standard (level of difficulty, *measured against an external standard*)
 - Provides for vertical differentiation: weaker but hard working candidates can pass while stronger and hard working ones can excel
 - Covers the content specified by the curriculum
 - Reflects a specific weighting of the contents

- Enables the candidate to decide how much time to spend on each question and the depth to which to answer the question
- Uses appropriate language
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- Questions sequenced in a specific order
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