

NOTES TO MARKERS**PREAMBLE**

The notes to markers are provided for quality assurance purposes to ensure the following:

- (a) Fairness, consistency and reliability in the standard of marking
- (b) Facilitate the moderation of candidates' scripts at the different levels
- (c) Streamline the marking process considering the broad spectrum of markers across the country
- (d) Implement appropriate measures in the teaching, learning and assessment of the subject at schools/institutions of learning

1. For marking and moderation purposes, the following colours are recommended:

Marker:	Red
Senior Marker:	Green
Deputy Chief Marker:	Brown
Chief Marker:	Pink
Internal Moderator:	Orange
DBE Moderator:	Turquoise

2. Candidates' responses must be in full sentences for **SECTIONS B and C**. However, this would depend on the nature of the question.

3. A comprehensive marking guideline has been provided but this is by no means exhaustive. Due consideration should be given to an answer that is correct but:

- Uses a different expression from that which appears in the marking guideline
- Comes from another credible source
- Original
- A different approach is used

NOTE: There is only ONE correct answer in SECTION A.

4. Take note of other relevant answers provided by candidates and allocate marks accordingly. (In cases where the answer is unclear or indicates some understanding, part-marks should be awarded, for example, one mark instead of the maximum of two marks.)

5. The word 'Submax' is used to facilitate the allocation of marks within a question or subquestion.

6. The purpose of circling marks (guided by 'max' in the breakdown of marks) on the right-hand side is to ensure consistency and accuracy in the marking of scripts as well as for calculation and moderation purposes.

7. Subtotals to questions must be written in the right-hand margin. Circle the subtotals as indicated by the allocation of marks. This must be guided by 'max' in the marking guidelines. Only the total for each question should appear in the left-hand margin next to the appropriate question number.

8. In an indirect question, the theory as well as the response must be relevant and related to the question.

Grade Business Studies Exemplar

**Sivakumar Alagumalai, David D.
Curtis, Njora Hungi**



Grade Business Studies Exemplar:

Exemplars of Assessment in Higher Education Jane Marie Souza, Tara A. Rose, 2023-07-03 Co published with While assessment may feel to constituents like an activity of accountability simply for accreditors it is most appropriate to approach assessment as an activity of accountability for students Assessment results that improve institutional effectiveness heighten student learning and better align resources serve to make institutions stronger for the benefit of their students and those results also serve the institution or program well during the holistic evaluation required through accreditation from the foreword by Heather Perfetti President of the Middle States Commission on Higher Education Colleges and universities struggle to understand precisely what is being asked for by accreditors and this book answers that question by sharing examples of success reported by schools specifically recommended by accreditors This compendium gathers examples of assessment practice in twenty four higher education institutions twenty three in the U S and one in Australia All institutions represented in this book were suggested by their accreditor as having an effective assessment approach in one or more of the following assessment focused areas assessment in the disciplines co curricular course program institutional assessment equity and inclusion general education online learning program review scholarship of teaching and learning student learning or technology These examples recommended by accrediting agencies makes this a unique contribution to the assessment literature The book is organized in four parts Part One is focused on student learning and assessment and includes ten chapters The primary focus for Part Two is student learning assessment from a disciplinary perspective and includes four chapters Part Three has a faculty engagement and assessment focus and Part Four includes four chapters on institutional effectiveness and assessment with a focus on strategic planning This book is a publication of the Association for the Assessment of Learning in Higher Education AALHE an organization of practitioners interested in using effective assessment practice to document and improve student learning

Exemplars of Curriculum Theory Arthur K. Ellis, 2014-01-09 This book crosses the divide between theoreticians and practitioners by demonstrating how curriculum theories and models are applied in classrooms today It ties together broad educational theories such as progressivism essentialism perennialism etc curriculum models characterized as learner centered society centered or knowledge centered and exemplars of curriculum theories and models such as Reggio Emilia Core Knowledge the International Baccalaureate etc

Exemplars of Assessment in Higher Education, Volume Two Jane Marie Souza, Tara A. Rose, 2023-11-09 In this second volume of the successful *Exemplars of Assessment in Higher Education* editors Souza and Rose share examples of assessment practice from over fifteen distinct and diverse Higher Education Institutions including international contributions Building upon the work of the first volume the case studies in this book reflect the changes in assessment and higher education in the post Covid education environment The institutions that appear in this book were chosen for having an effective assessment approach in one or more of the following areas career readiness distance education diversity equity and inclusion or general education

Each part of the book discusses one of these four areas with chapters that feature real life examples from the educators who teach at the college or university Featuring a Foreword by AAC U President Lynn Pasquerella the work highlighted in this book is also aligned with AAC U s Valid Assessment of Learning in Undergraduate Education VALUE initiative to help educators make the best decisions about measuring student learning This book is ideal for university educators and assessment practitioners looking to diversify and enhance their assessment practices A Co Publication with AAC U

Resources in Education ,2000-10 Applied Rasch Measurement: A Book of Exemplars Sivakumar Alagumalai,David D. Curtis,Njora Hungi,2006-03-30 While the primary purpose of the book is a celebration of John s contributions to the field of measurement a second and related purpose is to provide a useful resource We believe that the combination of the developmental history and theory of the method the examples of its use in practice some possible future directions and software and data files will make this book a valuable resource for teachers and scholars of the Rasch method This book is a tribute to Professor John P Keeves for the advocacy of the Rasch model in Australia Happy 80th birthday John xii There are good introductory texts on Item Response Theory Objective Measurement and the Rasch model However for a beginning researcher keen on utilising the potentials of the Rasch model theoretical discussions of test theory and associated indices do not meet their pragmatic needs Furthermore many researchers in measurement still have little or no knowledge of the features of the Rasch model and its use in a variety of situations and disciplines This book attempts to describe the underlying axioms of test theory and in particular the concepts of objective measurement and the Rasch model and then link theory to practice We have been introduced to the various models of test theory during our graduate days It was time for us to share with those keen in the field of measurement in education psychology and the social sciences the theoretical and practical aspects of objective measurement Economics Education Steve Hodgkinson,David Whitehead,1986 **Lesson**

Planning Tweaks for Teachers Melanie Aberson,Debbie Light,2015-06-18 Lesson planning is a requirement of every teacher Whether you are planning your day to day lessons or a formal observation planning is a skill that can be refined and improved to ensure your workload is manageable and your lessons exceptional Aimed at committed and reflective teachers who want to develop their practice this book introduces Tweaks for Teachers small changes that make a big difference It encourages you to review your current lesson planning practice and develop lessons that enable students to make outstanding learning gains The book focuses on making practical small changes that over time can make a real difference to the quality of learning and teaching in the classroom Organised around real lesson snippets and full lesson plans covering every secondary subject the book focuses on the key areas you need to plan for every lesson assessment for learning questioning stretch and challenge and commitment to learning as well as covering the importance of developing a good marking practice Real examples of successful lessons are provided as well as a commentary of missed opportunities and practical tweaks that could be made to improve students learning and to develop outstanding teaching This format means

that the book is not only useful to those teachers wanting to develop their practice but it is also a really useful training tool for those with responsibility for training new teachers or devolving a school's CPD provision Lesson Planning Tweaks for Teachers takes a highly original approach to improving your lesson planning Mel and Debbie's down to earth and accessible style will help every secondary teacher whatever your level of experience to make the planning process more meaningful and manageable and one that leads to outstanding progress over time Follow them on Twitter today for daily tips TeacherTweaks

Teaching Business Education 14-19 Martin Jephcote, Ian Abbott, 2013-09-05 Written in association with the EBEA this authoritative text provides a comprehensive and insightful study of current curriculum development and classroom practice with business education Up to date practical and covering the very latest issues it presents Advice on planning courses and managing the curriculum The latest developments in 14-19 Guidance on the emerging work related curriculum A focus on key topics such as enterprise education e learning and citizenship A teacher reviewed annotated resource guide of text based and web based resources

Sustainability in Business Education, Research and Practices Tony Wall, Laís Viera Trevisan, Walter Leal Filho, Adam Shore, 2024-04-06 The connections between sustainability and business education are becoming increasingly important due to the growing recognition of environmental and social challenges as well as the role that businesses play in addressing these challenges Businesses have a significant impact on the environment society and the economy Issues such as climate change resource depletion social inequality and ethical concerns directly affect business operations and performance Business education needs to equip future leaders with the knowledge and skills to navigate these challenges responsibly This book provides a platform for the dissemination of information on the latest initiatives and practices in these areas and promotes future cooperation between universities and business schools across the globe

Imagery and Related Mnemonic Processes Mark A. McDaniel, Michael Pressley, 2012-12-06 Scientific work on mnemonics and imagery conducted in the 1960s and early 1970s was directed at testing enthusiastic claims of the efficacy of memory techniques developed by the ancient Greeks and further refined in the popular literature by professional mnemonists The early research on imagery and mnemonics confirmed many of these claims and also illuminated the limitations of some techniques e.g. bizarre imagery As such these seminal studies clearly were valuable in providing a solid data base and perhaps as important making imagery and mnemonics acceptable research areas for experimental psychologists and educators After this initial surge of work however it seemed that subsequent contributions met with the attitude that mnemonic techniques and imagery help memory what else is new This attitude was not completely justified however given the theoretical insights from the work of such imagery and mnemonics pioneers as Gordon Bower Allan Paivio and William Rohwer In the 1980s this claim is completely unjustified Research on mnemonics and imagery has grown in exciting ways Researchers are tapping the area's theoretical potential both in terms of extending basic memory theories to account for the robust effects produced by mnemonic techniques and in terms of using explanations of mnemonic effects to

understand basic memory processes Individual differences in the use of imagery and mnemonic encoding activities are also being explored This research has provided valuable information for basic memory theories e g

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