

## MARITIME ECONOMICS (Updated June 2009)

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## 1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 – 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the Maritime Economics Subject Statement.

Section 2 of the document provides guidelines on assessment in the National Curriculum Statement. Section 3 provides assessment guidelines that are particular to each subject.

The Department of Education will also regularly publish examples of good assessment tasks, examination paper. The first examples will be published on the Department of Education website in October 2005.

Together, these documents assist teachers in their teaching of the National Curriculum Statement. The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

## 2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

### 2.1 Introduction

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment, which counts 25%, is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

## **2.2 Continuous assessment**

Continuous assessment involves assessment activities that are undertaken throughout the year, using various kinds of assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

### **2.2.1 Daily assessment**

Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises. Teachers' lesson planning should consider which assessment tasks will be used to informally assess learner progress.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

The results of these assessment tasks are not taken into account for promotion and certification purposes.

### **2.2.2 Programme of Assessment**

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.

**(a) Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11**

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. If a teacher wishes to add to the number of assessment tasks, he or she must motivate the changes to the head of department and the principal of the school. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

**Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11**

Subjects	Term 1	Term 2	Term 3	Term 4	Total
Language 1	3	4*	3	2*	12
Language 2	3	4*	3	2*	12
Life Orientation	2	2	2	2	8
Maths or Maths Literacy	2	2*	2	2*	8
Subject choice 1*	2	2*	2	1*	7
Subject choice 2*	2	2*	2	1*	7
Subject choice 3*	2	2*	2	1*	7
Total	16	18	16	11	61

\* One of these tasks must be an examination

\*\* NOTE: If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete the same number of tasks as FAL candidates.

Two of the assessment tasks for each subject except Life Orientation must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects should be tests written under controlled conditions at a specified time. These tests may form one of a series of teaching and learning activities. They may require learners to use a variety of written and other resources during the assessment task. The tests should be written in the first and third terms of the year.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, literary essays, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

**(b) Number and forms of assessment required for Programme of Assessment in Grade 12**

In Grade 12 all subjects include an internal assessment component, which contributes 25% to the final assessment mark. The requirements of the internal Programme of Assessment for Grades 12 are summarised in Table 2.2. If a teacher wishes to add to the number of assessment tasks, she or he must motivate the changes to the head of department and the principal of the school. Permission for this change should be obtained from the district office.

The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

**Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12**

Subjects	Term 1	Term 2	Term 3	Term 4	Total
Language 1	4	4*	3*		11
Language 2	4	4*	3*		11
Life Orientation	3	3	2		8
Maths / Maths Literacy	3	2*	2*		7
Subject choice 1*	2	2*	2/3*		6/7
Subject choice 2 *	2	2*	2/3*		6/7
Subject choice 3*	2	2*	2/3*		6/7
Total	20	19	19	0	58

\* One of these tasks must be an examination

\*\* NOTE: If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete the same number of tasks as FAL candidates.

# The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Two of the assessment tasks for each subject except Life Orientation must be examinations. In Grade 12 these examinations should be administered in mid-year and September. These examinations should conform to the requirements set out in Section 3 of this document.

They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects should be tests written under controlled conditions at a specified time. These tests may form one of a series of teaching and learning activities. They may require learners to use a variety of written and other resources during the assessment task. The tests should be written in the first and third terms of the year.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

### **2.3 External assessment in Grade 12**

External assessment is only applicable to Grade 12 where the final end-of-year examination is externally set and moderated. This makes up 75% of the final mark for Grade 12.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

The external examinations are set externally, administered at schools under conditions specified in the National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF) and marked externally.

Guidelines for the external examinations are provided in Section 3.

### **2.4 Recording and reporting on the Programme of Assessment**

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- recording sheets for each class.

The learners should also maintain a portfolio of the assessment tasks that make up the Programme of Assessment. The learner's portfolio must consist of:

- a contents page;
- all of the assessment tasks that make up the Programme of Assessment for each grade (including tests and examinations);
- the tools used for assessment for each task; and
- a record of marks achieved for each of the tasks.

However, if the products of the tasks are objects which do not fit into the portfolio or are in learners' exercise books then they should not be placed in the portfolio but be kept for moderation purposes.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to give feedback to parents on the Programme of Assessment using a formal reporting tool. This reporting must use the following seven-point scale.

RATING CODE	RATING	MARKS %
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

## 2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. The teacher and learner portfolios should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of learner portfolios must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of learner portfolios must be moderated once a year.

### 3 ASSESSMENT OF MARITIME ECONOMICS IN GRADES 10 – 12

#### 3.1 Introduction

Assessment in Maritime Economics in Grades 10 – 12 forms an integral part of the teaching and learning process. The purpose of assessment is to monitor progress and provide feedback, diagnose barriers to learning, guide the selection of learning materials, guide and support learning and provide evidence to support the promotion of learners to the next grade. It helps learners to measure their progress and take control of their learning. It helps teachers to find out how teaching and learning activities and processes are contributing to progress towards the achievement of the Maritime Economics Learning Outcomes.

In Maritime Economics, the process of identifying, gathering and interpreting information about learner achievement consists of practical work, written tasks, tests, examinations, research and any other tasks relating to Maritime Economics. The evidence for internal assessment is collected in the portfolio. Teachers should use a variety of assessment activities, methods, tools and forms to assess the practical and theoretical aspects of Maritime Economics.

The teacher must establish the purpose of each assessment task so that assessment is transparent and open. For assessment to be fair and appropriate, the assessment activity must match the method of assessment and the assessment must cover work with which learners have engaged. A particular method and instrument should give learners ample opportunities to demonstrate the attainment of one or more of the Learning Outcomes. This will only be possible if the chosen activities and instruments are appropriate for the target group and Learning Outcomes being assessed.

The weighting of the Learning Outcomes and the time to be spent on each should guide the selection of the appropriate assessment for each activity. Learning Outcomes 2 and 3 deal with aspects of shipping practice that prepare learners for further learning or direct entry to careers within the shipping industry and require more time.

<b>Suggested weighting of Learning Outcomes in Maritime Economics:</b>	
Learning Outcome 1 Maritime World	20%
Learning Outcome 2 Shipping Operations	40%
Learning Outcome 3 International Trade	30%
Learning Outcome 4 Maritime Environmental Challenges	10%
Total	100%

### 3.2 Daily assessment Grades 10, 11 and 12

In Maritime Economics daily assessment is the informal monitoring of learners' progress. This is done through observation, discussions, learner-teacher conferences, informal classroom interactions and homework. The activities provide learners with opportunities to develop the skills, knowledge and values required to complete the tasks in the Programme of Assessment. These assessment activities should be reflected in the teachers' Work Schedule and lesson planning and should not be seen as separate from the learning activities taking place in the classroom. Informal daily assessment does not have to be recorded and is not taken into account for promotion or certification purposes, but the Maritime Economics teacher could keep notes on the development of learners' knowledge, skills and values, learners' strengths and weaknesses and additional support required and provided during these activities.

In addition to tests and examinations, assessment activities may include opportunities for:

- Source-based activities – finding, selecting, reading, comprehending, analysing, interpreting, using and applying information from a wide range of sources
- Map reading, labelling of maps
- Reading charts, plotting charts
- Analysing graphics, tables and other forms of data
- Discussion
- Debates
- Research
- Interviews
- Composing letters and articles on topical issues
- Presentations
- Excursions (including visits to work places)
- Drawings, sketching and design tasks
- Designing maritime related games
- Model-building of ships and harbours
- Simulations
- Scenario planning
- Case studies and
- Role-play.

Tools that may be used to assess the tasks include:

- Rubrics
- Checklists
- Memorandums
- Observation sheets

### 3.3 Programme of assessment in Grades 10 and 11

Formal Assessment provides the teachers with a systematic way of evaluating how well learners are progressing in a grade in a particular subject. Formal assessment tasks must therefore be recorded. The Maritime Economics teacher must draw up a formal 'Programme of Assessment', which must be submitted to the School Management team before the start of the new academic year. The learner's development needs to be continuously measured against the Assessment Standards to determine the learners' progress or areas of weakness as they move towards completing the formal Programme of Assessment tasks.

The Programme of Assessment for Maritime Economics in Grade 10 is:

<b>PROGRAMME OF ASSESSMENT Grade 10 (400 marks)</b>	
<b>ASSESSMENT TASKS</b>	<b>END –OF-YEAR ASSESSMENT</b>
<b>50% (200 marks)</b>	<b>EXAM PAPER 50% (200 marks)</b>
<ul style="list-style-type: none"> <li>• 2 tests</li> <li>• 1 exam (mid year)</li> <li>• 3 other tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam LO 1 – 4</li> </ul>

#### Example of a Programme of Assessment for Grade 10:

<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
Task 1: Test 50 marks	Task 3: Research Task 50 marks	Task 5: Test 50 marks	Task 7: Exam (Theory paper) 200 marks
Task 2: Assignment 50 marks	Task 4: Midyear exam 150 marks	Task 6: Assignment 50 marks	
Total of 6 assessment tasks = 400 divided by 2 to maximum of 200			

The Programme of Assessment for Maritime Economics in Grade 11 is:

<b>PROGRAMME OF ASSESSMENT Grade 11 (400 marks)</b>	
<b>ASSESSMENT TASKS</b>	<b>END –OF-YEAR ASSESSMENT</b>
<b>25% (100 marks)</b>	<b>EXAM PAPER 75% (300 marks)</b>
<ul style="list-style-type: none"> <li>• 2 tests</li> <li>• 1 exam (mid year)</li> <li>• 3 other tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam LO 1 – 4</li> </ul>

#### Example of a Programme of Assessment for Grade 11:

<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
Task 1: Test 50 marks	Task 3: Research Task 50 marks	Task 5: Test 50 marks	Task 7: Exam Theory paper) 300 marks
Task 2: Assignment 50 marks	Task 4: Midyear exam 150 marks	Task 6: Assignment 50 marks	
Total of 6 assessment tasks = 400 divided by 4 to maximum of 100 marks			

#### **Tasks**

In addition to two tests and two examinations in the Grade 10 and 11 Programme of Assessment, Maritime Economics learners should also be formally assessed in three other tasks such as assignments and research tasks.

See Annexure A for ideas for assignments and research tasks.

#### **Tests**

The suggested outline for tests is as follows:

- Minimum of 50 marks
- Duration: 1 hour
- Questions at different cognitive levels

Each task and examination must cater for a range of cognitive levels and abilities of learners. See Appendix B for Bloom's Taxonomy, a useful as a guide to compile tasks and examination questions encompassing the different cognitive levels:

To provide for learners at every level within the class, it is recommended that the tests and examinations should include questions with the following cognitive weighting:

COGNITIVE LEVEL	PERCENTAGE	MARKS
Knowledge	30	60
Comprehension	20	40
Application	30	60
Analysis, evaluation and synthesis	20	40

### 3.3.2 Examinations in Grades 10 and 11

The midyear and end-of-year examination papers should test the knowledge and skills covered in the Maritime Economics Learning Outcomes. The paper will consist of various themes each of which may include short questions, drawings, calculations and longer written responses.

The following table suggests the marks weighting outline for final examinations in Grades 10 and 11

SUGGESTED WEIGHTING OF LEARNING OUTCOMES FOR THE MARITIME ECONOMICS EXAMINATIONS	PERCENTAGE
Maritime World	20
Shipping Operations	40
International Trade	30
Maritime Environmental Challenges	10
TOTAL	100%

The examination mark, which is the raw score in June and December (Grade 10 & 11) must be used for the calculation of the internal assessment mark.

### 3.4 Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the totals mark for Maritime Economics and external assessment which makes up the remaining 75%. The Programme of Assessment for Maritime Economics comprises six (6) tasks, which are internally assessed. The external assessment component consists of a written paper. The final examination is externally set, marked and moderated.

<b>PROGRAMME OF ASSESSMENT (400 marks)</b>	
<b>ASSESSMENT TASKS</b>	<b>END -OF-YEAR ASSESSMENT</b>
<b>25% (100 marks)</b>	<b>EXAM PAPER 75% (300 marks)</b>
<ul style="list-style-type: none"> <li>• 2 tests</li> <li>• 2 exams (mid year and trial)</li> <li>• 2 other tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam LO 1 – 4</li> </ul>

### Example of a Programme of Assessment in Grade 12:

TERM 1	TERM 2	TERM 3	TERM 4
Task 1: Test 50 marks	Task 3: Research Project 50 marks	Task 5: Test 2 50 marks	External exam (theory paper) 300 marks
Task 2: Assignment 50 marks	Task 4: Midyear exam 300 marks	Task 6: Trial Exam 300 marks	
800 divide by 8 = 100 marks			

#### 3.4.1 Programme of Assessment for Grade 12

The Programme of Assessment for Maritime Economics in Grade 12 comprises 6 tasks, which are internally assessed. Of the six tasks, two are examinations and two are tests.

##### *Tasks*

The remaining two tasks consist of different forms such as an assignment and a research project. See Annexure A for ideas of assignments and research projects.

##### *Tests*

The suggested outline for tests is as follows:

- Minimum of 50 marks
- Duration: 1 hour
- Questions at different cognitive levels

Each task and examination must cater for a range of cognitive levels and abilities of learners. See Annexure B for Bloom's Taxonomy examples of cognitive verbs. The following is used as a guide to designing examination questions encompassing the different cognitive levels:

COGNITIVE LEVEL	PERCENTAGE	MARKS
Knowledge	30	90
Comprehension	20	60
Application	30	90
Analysis, evaluation and synthesis	20	60
TOTAL	100	300

#### 3.4.4 Examinations in Grade 12

In Grade 12 the three-hour mid year, preliminary and end-of-year examination papers should test the knowledge and skills covered in the Maritime Economics Learning Outcomes. The preparatory examinations need to be closely related to the final examination in terms of time allocation, layout of paper and mark allocations. The final examination may examine learners on material from Grade 10, 11 and 12. At least 30% of the examination paper should be drawn from the Grade 10 and 11 curriculum.

The examination mark, which is the raw score in June and September must be used for the calculation of the internal assessment mark for promotion purposes.

The following table suggests the outline for the final examinations in Grade 12. Since learning outcomes may be integrated in the questions, the weighting is flexible.

SUGGESTED WEIGHTING OF LEARNING OUTCOMES FOR THE FINAL MARITIME ECONOMICS EXAMINATIONS	MARKS
Maritime World	60
Shipping Operations	120
International Trade	90
Maritime Environmental Challenges	30
TOTAL MARKS	300

### 3.5 Promotion

For promotion and certification purposes learners should achieve at least a level 2 rating (Elementary achievement: 30 – 39%) in Maritime Economics. This is subject to the requirement that a learner must achieve at least a level 3 rating (Moderate Achievement: 40 – 49%) in at least one of the three choice subjects.

### 3.6 Moderation of assessment

Moderation ensures the validity of assessment instruments, the fairness of the assessment processes and the reliability of assessment decisions by all assessors according to agreed standards. Moderation standards must be transparent and thus set before teaching, learning and assessment begins.

All Grade 10 and 11 tasks are internally moderated within the school, while all Grade 12 tasks need to be internally and externally moderated. The subject head for Maritime Economics or any other head of Department at the school will generally manage the process. The assessment of this task will be carried out using an assessment rubric.

#### 3.6.1 Internal Moderation

As part of its school assessment policy, each school should have an internal moderation policy. Internal moderation must ensure that school-based assessment is consistent, accurate and well designed. Transparency in the methods used is of the utmost importance. Moderation methods will include face moderation, moderation of practical activities, moderation of products, script or portfolio moderation. Performance assessment work must be face moderated. Care must be taken in group work that the distribution of marks / rating codes can be correlated with that of the written work for the group.

#### 3.6.2 External Moderation

As part of the national assessment policy, each province should have an external moderation policy. External moderation must ensure that school-based assessment is consistent, accurate and well designed. Criteria must be drawn up by the relevant moderators, prior to the commencement of moderation. Transparency in the methods used is of the utmost importance. Portfolios of those learners whose progression is questioned during the year, should be made available to the Curriculum Advisor/ District Officers.

### 3.6.3 Portfolios

Two types of portfolios are required:

**The educator's portfolio** contains the Learning Programme (Subject Framework, Work Schedule and Lesson Plans), all the instructions and assessment criteria, marking memoranda and rubrics pertaining to all the internal assessment tasks set for the learners as well as attendance registers, and interventions.

**The learner's portfolio** may be described as a purposeful, accumulated body of work produced by the learner, providing evidence of learning and growth, which supports an educator's assessment of the learner's progress towards or attainment of the required learning outcomes. The learner portfolio contains the evidence of the formal assessments that are used to calculate the learner's internal assessment mark e.g. research tasks, tests, examinations, assignments and projects. Informal assessment activities may be kept in the portfolio but should be separated from the formal assessment, which should be easy to locate in the portfolio for moderation purposes.

Learners' portfolios should be located in the most appropriate form for Maritime Economics. The pieces of evidence may be stored in files, folders, boxes, binders, exercise books, notebooks or a combination of these.

It is important that the evidence collected is sufficient and reflects current competence. The learner and assessor may plan the portfolio jointly. The learner is responsible for submitting the evidence and the compilation of the portfolio. The portfolio must consist of a variety of assessment instruments and tools, e.g. assessment grid, rubrics, marking memoranda, checklists, rating scales etc. Assessment methods and instruments must be selected according to competencies to be assessed.

## APPENDIX A

### IDEAS FOR ASSIGNMENTS AND RESEARCH PROJECTS

Grade 11 LO 1 & LO 2	Harbour Location Project: Topographical map of an island including bays, rivers, mountains and depth of water, prevailing winds and currents. Select a location for harbour construction and indicate whether any navigational aids will be required e.g. lighthouses or buoys or beacons. Substantiate why they chose that location for the harbour and why the navigational aids will be required. Plan the harbour and build a model out of suitable materials e.g. clay/ paper/ cardboard/wood or recycled materials.
Grade 10 LO 2	Harbour Rejuvenation Project: This could include an excursion to a harbour area that has undergone recent redevelopment. A worksheet with questions would form part of the assignment. Research other harbours that have also undergone rejuvenation and then write a report explaining the reasons and purposes of rejuvenation of derelict zones.
Grade 10 LO 1	Prepare a Poster: to encourage people to join the Maritime Industry. The poster should show the diverse types of jobs in the industry. (This could be a group collage project).
Grade 11 LO 1	Design a brochure/pamphlet: encouraging people to join the Maritime Industry. The brochure/pamphlet should show the diverse types of jobs in the industry and should include information pertaining to the training, education and experience needed to pursue the various maritime careers. An alternative suggestion is to design a brochure advocating the choice of Maritime Economics as a subject for Grades 10 – 12.
Grade 10 LO 3	Indigenous knowledge research project: – find out how people traded across water bodies prior to the development of formal shipping links and structured maritime trade.
Grade 10 LO 3	Research project on the development of shipping or the contribution shipping makes to the economy of a country e.g. South Africa
Grade 12 LO 1	Investigate the effects that the use of steam engines in ships had on world trade as they replaced sail as the major propulsion form. Prepare a report on this topic for a maritime journal.
Grade 11 LO 1	Draw a world map to show the countries that trade with South Africa, the commodities traded and the associated shipping routes
Grade 11 LO 3	Investigate and explain why the volume of containers keeps growing and what the effect this has on harbours.
Grade 10 LO 3	Select one of the following maritime transgressions: <ul style="list-style-type: none"> <li>• piracy</li> <li>• hijacking of ships</li> <li>• smuggling</li> <li>• cargo broaching</li> <li>• poaching of marine resources</li> <li>• terrorism</li> <li>• stowing away</li> </ul> Find a recent account of the transgression and analyse what laws were being broken, the consequences of the transgression and the counter-measures that were taken or need to be taken. Write your answer as an article for a maritime magazine.
Grade 12 LO 4	Research project on marine ecosystems. Define an ecosystem. Apply the definition to a local marine ecosystem and explain why it is fragile, what

	the risks are and how the ecosystem needs to be safeguarded.
Grade 11 LO 2	<p>Select a South African Harbour</p> <ul style="list-style-type: none"> <li>• Build a scale model of a harbour or draw a map of the harbour indicating the cargoes that are handled at various berths and the depth of water in the harbour</li> <li>• Draw a world map and show by means of flow charts the movement of cargo to and from the harbour</li> </ul>
Grade 11 LO 4	<p>Research the environmental impact of the extraction of marine resources. Focus on one of the following: fishing /diamond dredging / oil and gas exploration and exploitation.</p>
Grade 11 LO 2	<p>Write a report on the reasons for the growth of the size of tankers over the years. Include in your report political and economic factors that led to the evolution of ultra-large crude carriers and factors that have since led to a reduction in the number of these vessels in operation.</p>

**ANNEXURE B**  
**BLOOM'S TAXONOMY**

The following cognitive levels should be taken into consideration when setting assessment tasks and tests to allow for differentiation. According to Bloom's taxonomy (6 levels) one can apply different levels of questioning.

<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>	<b>LEVEL 5</b>	<b>LEVEL 6</b>
Knowledge	Understanding	Application	Analysis	Synthesis	Evaluation
define describe identify label locate name recognise select state	compare define describe distinguish explain generalise illustrate infer interpret match paraphrase restate select summarise	adapt compute discover draw gather graph modify operate prepare revise show solve survey use	categorise classify compare contrast decipher deduce differentiate distinguish explain generalise infer predict relate solve	combine compose create depict design develop incorporate integrate invent organise plan predict produce structure	appraise critique decide evaluate judge justify recommend

## APPENDIX C RESEARCH PROJECTS

These may be done individually, in pairs or in groups not larger than four. They may include a practical and/or oral presentation, but must be accompanied by a written presentation.

Generic skills needed to be developed and assessed from Grades 10 to 12.

<b>Cognitive/thinking skills Bloom's categories</b>	<b>Motor/Process skills</b>	<b>Life skills</b>
Knowledge Comprehension Application Analysis Synthesis Evaluation	Follow instructions Designing procedures/action plan Access information from various sources Observational skills Writing skills Drawing conclusions	Ability to work in groups Ability to work independently Creativity, initiative, interest, attitude Managerial skills; ability to plan/organize/divide tasks/ time management Communication skills: report back - oral skills

To develop skills in doing projects and assignments, the teacher should develop learners from Grade 10 by guiding the process step by step. By the time learners are in Grade 12, they must be able to do projects independently due to the time factor.

When giving a project in Grade 10 and 11:

1. The educator gives the topic and negotiates the steps and time frames with the learners.
2. Brainstorm the topic together. Discuss the action plan and procedures - where and how to get information.
3. Collect information relevant to the topic. Use textbooks, encyclopaedias, interviews, magazines, newspapers, etc. Learners must understand and know terminology/content.
4. Divide the topic into smaller steps. Allocate tasks, timeframes and marks. Plan who will assess and develop the assessment instrument.

Projects should be a maximum of 2000 words (about 4 handwritten pages or 4 typed pages) for with 12 font, single-spaced, bound or stapled and should include:

- A front page
- Table of contents
- Text divided into paragraphs
- References of sources
- Pictures/ photos/ diagrams/ graphs

A standardised marking scheme would imply that when a particular skill is being assessed, all educators follow the same criteria, and standards would be more comparable.

### Penalties

- While learners are encouraged to use the Internet as a resource tool, plagiarized work should earn a zero. This applies to materials plagiarized from books and other media.
- Late submission of work should be penalised at the rate of 10% of the marks per day unless permission is granted by the educator prior to the submission date or on the presentation of a doctor's certificate.

<b>Exemplar of an Assessment of a Research Project using marks</b>		
Candidate: _____ Assessor _____		
School _____ Date _____		
Assessment Criteria	Rating	Possible total
<b>Content &amp; Topic:</b> Level of information – detailed relevant, informed Variety of Sources – varied, bibliography Topic – challenging, original		20
<b>Interpretation:</b> Creative and insightful use of the information that shows a good understanding of the topic		20
<b>Use of Language:</b> Personalised, fluent, articulate, clear		20
<b>Aims &amp; Conclusion:</b> Successfully addresses the objectives set out in the topic Brings the essay to a successful conclusion		20
<b>Accuracy:</b> Of information and grammar		10
<b>Presentation:</b> Neat, ordered lay out, type, effort, clarity, illustrations – useful, necessary		10
<b>Total</b>		<b>100</b>
<b>Comments:</b>		

### Alternatively, Levels of Achievement which could be converted into marks

KEY	DESCRIPTION
1	Not yet achieved
2	Very superficial, disorganised, lacking insight
3	Completely descriptive, superficial, lacking in detail, missing the focus of the assignment
4	Slightly more descriptive than critical and answered with understanding, analysis vague at places,
5	Good critical and concept analysis, focused work
6	Excellent critical and conceptual analysis, stays very focused
7	Beyond expectation

**APPENDIX D**  
**EXAMPLES OF ASSESSMENT TASKS**

**A. Grade 10 Class Exercise: The Maritime World**  
**Learning Outcome 1: Assessment Standards 10.1.1. & 10.1.2**  
**Individual Task: 1 Hour**

**Questions**

- 1.1. Draw a cross-section of A MULTI-PURPOSE ship (port to starboard) and indicate clearly draught; freeboard; tank tops; **and any other relevant parts.** (8)
- 1.2. List three types of cargo that this ship would carry. (3)
2. The *Safmarine Nokwanda* loaded in Bremerhaven (Germany), Rotterdam (Netherlands), Tilbury (UK) and Le Havre (France) for South Africa. Give the seas, bays, oceans, etc, through which she would have sailed on her voyage to Durban via Cape Town. (8)
- 3.1. Explain what an integral container is. (4)
- 3.2. For what purpose is a flat-rack container used? (4)
4. *Smit Amandla* is registered in Cape Town. What flag will she fly at the stern when she is in Luanda (Angola)? (1)
5. The cargoes below are available for loading in Richards Bay. Also provided are details of the port at which the cargo will be discharged.

<i>Cargo</i>	<i>Tonnage</i>	<i>Destination</i>	<i>Shoreside discharge facilities available</i>	<i>Length of berth</i>	<i>Maximum depth of water</i>
Ferrochrome	30 000	Dalian	No	200 m	14 m
Steel	25 000	Bahrein	No	210 m	12 m
Coal	160 000	Constanta	Yes	330 m	21 m
Coal	60 000	Istanbul	No	250 m	14 m
Woodchip	22 000	Antwerp	Yes	200 m	12 m
Titanium Slag	28 000	Rotterdam	Yes	210 m	12 m

The following ships are available to transport the cargoes. Indicate which ship will be most suited to each cargo.

<i>Ship</i>	<i>DWT</i>	<i>Length</i>	<i>Loaded draught</i>	<i>Geared</i>
Pluto	32 000	176 m	10 m	Yes
Neptune	33 500	182 m	10 m	Yes
Uranus	20 000	150 m	09 m	Yes
Saturn	25 000	168 m	10 m	Yes
Jupiter	160 000	280 m	17 m	No
Mars	220 000	314 m	19 m	No
Venus	170 000	300 m	18 m	No
Mercury	70 000	210 m	12 m	Yes
Comet	32 000	176 m	11 m	No
Planet	54 000	192 m	12 m	No

6x2 (12)

**TOTAL****40 MARKS**

**B. Grade 12 Class Exercise: Shipping Operations**  
**Learning Outcomes 1 & 2: Assessment Standards 12.1.2., 12.2.1. and 12.2.5**  
**Individual Task: 1 Hour**

### Questions

The *Apollo Star* is owned by the Apollo Tanker Corporation, Athens (Greece), registered in Morovia, Liberia, and chartered to Elf Petrochemicals, Paris (France). She loaded a cargo of crude oil to be shipped by Sahara Oil Corporation, Tripoli (Libya) to Genoa (Italy) aboard an Aframax tanker. From Genoa, the cargo will be sent by pipeline to Schweitzer Oliengesellschaft, Switzerland. En route, the cargo is sold to a client in Norway and the tanker is diverted to Bergen, Norway. The cargo is sold again, this time to a British company who wants the ship to divert to Fawley, Southampton.

Assume the following:

- The *Apollo Star* berthed at Tripoli at 08:00 on 23 February. There was a delay of 3 hours while chemical tests were done before loading could commence.
- The *Apollo Star* has 9 tanks with the following capacities
  - No 1 Tank 4000 tons
  - No 2 Tank 6000 tons
  - No 3 Tank to No 9 Tank 8000 tons
- Loading sequence Tank 4 – 1 – 6 – 2 – 8 – 5 – 9 – 7 - 3
- Between loading of the tanks, there will be a 30-minute break while further tests are done and in some cases, to change manifolds.
- A loading rate of 2000 tons per hour

1. When will she start loading? (2)
2. How many hours (without breaks) will it take to load this vessel? (8)
3. How many tons will she still have to load at 23:00 on 23 February? (8)
4. When will she finish loading? (4)
5. If she is expected to sail an hour after completion of loading, what is her ETD? (4)
6. If the freight rate is \$5 per ton, what would her expected earnings be for the voyage to Genoa? (4)
7. Cargo movement and ship registry are subject to international maritime law.
- 7.1. How many bills of lading will be issued in the course of the amended voyage? (2)
- 7.2. For the *original* voyage of this tanker, who are the following:
  - 7.2.1. The carrier
  - 7.2.2. The consignee
  - 7.2.3. The consignor 3x2 (6)
8. Assume that a loading time of 24 hours (including breaks) was agreed. Will dispatch or demurrage be paid? (2)

**TOTAL 40**

**C. Grade 12 Written Task: Shipping Operations**  
**Learning Outcome 2: Assessment Standard 12.2.4.**  
**Individual Task**

### Questions

1. During a voyage to Karachi, the officer of the watch on the *Atlantic Savior* hears a MAYDAY call from the *Capetan Michael* which gives her position about one hundred nautical miles south west of the position of the *Atlantic Savior*. He calls the Master of the *Atlantic Savior*, Captain Zakarias, who responds to the MAYDAY and hears that the *Capetan Michael* has a fire in number 3 hold. The ship is carrying a variety of cargo. Captain Zakarias orders a change of course to take the *Atlantic Savior* to the position given by the *Capetan Michael*.

The salvage tug *Champion* also responds to the MAYDAY call, but gives her ETA at the scene much later that night. The Master of the *Champion* asks the Master of the *Capetan Michael* for a Lloyd's Open Form Salvage Agreement. The Master of the *Capetan Michael* agrees and is instructed to radio confirmation to the *Champion* via Colombo Radio.

Seven hours later, the *Atlantic Savior* arrives at the scene and the Master tells Captain Zakarias by radio that he is flooding number 2 hold as he fears the fire will spread to number 1 hold where there is a large consignment of flammable chemicals in drums.

The tug also arrives and a team of salvage personnel boards the *Capetan Michael*, and a few hours later, they manage to extinguish the fire.

As his ship has suffered fire damage, but is not crippled by the fire, the Master of the *Capetan Michael* requests the tug to accompany her to Colombo, the nearest port.

- 1.1. What is a MAYDAY call? (2)  
 1.2. What is meant by the term *Lloyd's Open Form Salvage Agreement* (6)  
 1.3. The value of the *Capetan Michael* is US\$25 000 000 and her cargo manifest shows the following:

1 HATCH	4800 TONS DRUMMED CHEMICALS (DANGEROUS CARGO) From Sharjah Chemicals, Dubai, to Kiwi Chemical Co, Auckland Value: US\$240 000
2 HATCH	7200 TONS BAGGED RICE From Karachi Rice Co, to Tasty Rice, Auckland Value: US\$120 000
3 HATCH	7800 TONS DRUMMED CHEMICALS (DANGEROUS CARGO) From Sharjah Chemicals, Dubai, to Kiwi Chemicals, Auckland Value: US\$440 000
4 HATCH	7200 TONS BULK RICE From Karachi Rice Co, to Tasty Rice, Auckland Value: US\$120 000
5 HATCH	7200 TONS CEMENT From Khalifah Cement Co, Dubai, to Island Bulk Products, Auckland Value: US\$150 000

- 1.3.1 The Owners of the *Champion* claim US\$2.5 million for the fire fighting operation which effectively saved the ship. The owners of the *Capetan Michael* declare General Average.
- (a) Explain the term **General Average**. (8)
- (b) In terms of the details provided, what will Sharjah Chemicals have to contribute to the cost of salvage? (8)
- 1.4. From information supplied to them by the ship's Master, the owners of the *Atlantic Savior* calculate that the diversion and two-day delay caused to their ship has cost them US\$80 000. They wish to claim that amount from their insurers.
- 1.4.1. What kind of marine insurance covers such incidents? (2)
- 1.4.2. Assuming the claim is realistic, whose insurers will eventually have to pay that amount? (2)
- 1.4.3. What kind of marine insurance will cover the fire damage to the hull structures of the *Capetan Michael*? (2)
- 1.4.4. What records kept by the Master of the *Atlantic Savior* will be extremely important as evidence when their insurance claim for the diversion costs is submitted? (2)
- 1.5. The owners of the salvage tug make a claim for salvage.
- 1.5.1. Do you think their claim will succeed? (2)
- 1.5.2. Give a reason for your answer to Question 1.5.1. above. (4)
- 1.5.3. In which city are many salvage claims judged? (2)
- 1.5.4. Besides the salvage claim, the tug's owners can also submit a claim for another service they rendered to the *Capetan Michael*. What service did they perform? (2)
2. Give a definition of salvage. (4)

**D. Grade 12: Maritime Environmental Challenges**  
**Learning Outcome 4: Assessment Standard 12.4.4.**  
**Group Activity**

- Divide the class into an even number of groups of between 4 and six learners each. (e.g. Groups A, B, C, D, E, F) for debates surrounding the scenarios listed below.
- The groups are to be given at least two weeks to prepare for the debate.
- Groups must ensure that each of their members is assigned tasks that ensure that the group has as much background information on the matter as they can gather.
- Formal debating procedures require that one member of the group is the main proposer and another is the seconder.
- Speeches must have been properly researched and must be presented with sound arguments to support a particular point of view.

**1. PLACE OF SAFE REFUGE**

- *Ocean Giant*, a tanker with 250 000 tons of crude oil on board, has broken down off Cape Agulhas.
- Her draught is 18 metres.
- The authorities have instructed the salvage tug *Ekapa* to tow her into False Bay for repairs.
- False Bay has been designated a *Place of Safe Refuge* for vessels that need repair but are too deep to enter Cape Town.
- Because parts for repairs to the tanker have to be brought from Japan, it is expected that she will be in False Bay for about a month.
- The local environmental groups are apprehensive about a laden tanker coming into False Bay.
- The authorities believe that there is no danger of pollution as the vessel has engine trouble and is structurally sound.

**Group A (proposers) & Group B (opposers) are to debate the following:**

*Ocean Giant* should be allowed to enter False Bay.

**Group C (proposers) & Group D (opposers) debate the following:**

Because it is too environmentally sensitive, False Bay should *not* be a place of safe refuge for ships.

**2. TRANSPORT OF NUCLEAR WASTE**

- Nuclear waste is being transported from Britain to Japan aboard a ship that is specially constructed for this purpose.
- The South African government has instructed the vessel to keep more than 200 nautical miles off the coast.
- Environmentalists are pleased with this instruction.
- Maritime practitioners point out that the ship will be forced to sail through a region where some of the roughest seas are experienced and therefore, it is dangerous.

**Group E (proposers) & Group F (opposers) debate the following:**

The South African government is correct in ordering the ship to keep more than 200 nautical miles off the coast.

**GRADE 10 Shipping: Cape Town Harbour**  
**Learning Outcome 2: Assessment Standard 10.2.1**  
**Individual Task**

Provide each learner with a map of Cape Town harbour **showing the use of the cargo berths.**

1. *Dolphin Bay* has given her expected time of arrival at the pilot station at Cape Town as 06:00 on 26 April.
  - 1.1. Explain what will happen from about 05:00 to ensure that she berths at C Berth on schedule.
  - 1.2. When *Dolphin Bay* berths at C Berth, the following ships are in the Duncan Dock (Their expected time of departure is given in brackets) :
 

A Berth	Diamond 2 (To be advised)
B Berth	Snow Crystal (27/4)
C Berth	-
D Berth	Winter Star (12:00 28/4)
E Berth	St Helena (16:00 29/4)
F Berth	Amber Lagoon (27/4)
G Berth	Victory M (16:00 26/4)
H Berth	Anna F (19:00 26/4)
J Berth	Frederick Oldendorff (10:00 28/4)
K Berth	Taisei Maru No 4 (29/4)
L Berth	Fairwind (30/4)
Landing Wall	Abel Jensen (15:00 26/4)
Tanker Basin	Rainbow (27/4)
Tanker Basin	Rita Knutsen (28/4)
Eastern Mole	Iannis V (To be advised)
Eastern Mole	Red Cloud (17:00 26/4)

    - 1.2.1. Study the map of the Port of Cape Town and answer the questions set:
      - (a) Give the types of cargo being handled by each of the following ships :
        - (i) Fairwind
        - (ii) Victory M
        - (iii) Rainbow
        - (iv) Taisei Maru No 4
        - (v) Rita Knutsen
      - (b) 1.2.1.2. From information on the map, which three ships in port are NOT loading cargo, but are either bunkering or having some sort of engineering work done?
      - (c) 1.2.1.3. The bulker *Aegean King* is due to arrive at 14:00 on 26 April to discharge a cargo of wheat. Her draught of 11 metres means she must berth at either G, H, or K Berths.
        - (i) What is the earliest she can berth?
        - (ii) Which berth can the port authorities use for her?
        - (iii) She will berth starboard side to. Which ship will be ahead of her when she berths?
      - (d) What cargo will be handled at berths B, C and D at this time of the year?

- (e) What type of ship is *Snow Crystal*?
- 1.3. The cargo of wheat carried by *Aegean King* has been imported from a major grain-producing country. Name two possible sources of that grain.
- 1.4. The multi-purpose ship *Amber Lagoon* carries several hundred containers and two other types of cargo on her regular service for her owners, MACS.
- 1.4.1 In Cape Town she discharged 125 20-foot containers and 42 40-foot containers, using her own cranes. How many TEU did she discharge?
- 1.4.2 List the other two types of cargo which she carries.
- 1.4.3 Which of the following terms will apply to the *Amber Lagoon*?
- Trampship/Liner/Geared/Coaster/Nearsea Trader/Multi-Purpose Ship/Obo
- 1.5. The *Winter Star* is due to sail for London at 12:00 on 28 April. She will average 18 knots on the voyage of 6000 nautical miles.
- 1.5.1. How many days will it take for her to reach London? (Round off your answer to the NEXT day.)
- 1.5.2. What will be her ETA at London?

**Grade 11 Shipping: Ship Chartering And Voyage Costing**  
**Learning Outcome 2: Assessment Standard 11.2.2. and 11.2.5.**  
**Individual task**

## 1. DETAILS OF THE VESSEL AND HER VOYAGE

*Bergenzee* is a classified timber carrier with her accommodation and engine room aft.

Other details are as follows :

- |                                       |                                    |
|---------------------------------------|------------------------------------|
| • Owners                              | Northern Shipping, Norway          |
| • Charterer for this voyage           | Finnish Timber Exporters, Helsinki |
| • Managers                            | Neptune Ship Managers, London      |
| • Holds 1 & 2                         | No Tweendecks                      |
| • Holds 3, 4 & 5                      | One tweendeck and lower hold       |
| • Each hold is served by a crane      | SWL 20 tons for each crane         |
| • Length Overall (Bulbous Bow)        | 160 metres                         |
| • Beam (Extreme)                      | 24 metres                          |
| • Depth                               | 16 metres                          |
| • Loaded Draught                      | 10 metres                          |
| • Gross Tons                          | 16457                              |
| • Classification : Det Norske Veritas | 100A1<br>DVMC                      |
| • Insurers : Hull & Machinery         | Lloyds                             |
| P&I                                   | Baltic & Scan-Ins                  |

### 1.1. VOYAGE CHARTER FIXTURE

*BERGENZEE* (34 540dwt., Norwegian, 14 knots on 20 tons HVF + 1.5 tons MDO, built 2002) delivery Skaw 04 September trip via Baltic, redelivery Walvis Bay-Beira range. \$26 750 daily (Jebsen)

### 1.2. VOYAGE & CARGO DETAILS

She will deliver to her charterer at 00:01 on 4 September off Skaw (the most northerly point of Denmark), and will sail to Helsinki in Finland where she will load timber for Port Elizabeth (South Africa). The charter rate excludes fuel and other costs shown below.

While his ship was off Skaw, the master of *BERGENZEE* sent the following message to his agent in Helsinki :

FINNSHIP HELSINKI

ETA HELSINKI PILOT 0600 6 SEPTEMBER. REQUEST STORES AND BUNKERS AS PER ORDER EMAILED 4 SEPTEMBER PLUS CHARTS SOUTH AFRICAN COAST. 2ND ENGINEER OLAFSEN PAYING OFF ON LEAVE. HE TO BE FLOWN TO BERGEN. ASSUME REPLACEMENT RYDAHL WILL BE JOINING IN HELSINKI. CHEF MARTINEZ REQUIRING TREATMENT FOR MINOR BURNS TO HAND. OILER DA MINTO REQUIRES DENTAL TREATMENT.

MY CARGO STOWAGE PLAN HELSINKI – PORT ELIZABETH IS AS FOLLOWS:

HATCH NUMBER 1	5 000 TONS PLYWOOD
HATCH NUMBER 2	6 000 TONS SAWN TIMBER
HATCH NUMBER 3	7 000 TONS PLYWOOD
HATCH NUMBER 4	6 000 TONS SAWN TIMBER
HATCH NUMBER 5	7 000 TONS PLYWOOD
DECK CARGO	600 LOGS

NOTE : FOR STABILITY CALCULATIONS, WE ARE ASSUMING EACH LOG WEIGHS 1 TON & WE PLAN TO LOAD 120 LOGS ATOP EACH HATCH COVER

REQUIRE CARGO SURVEYOR IN ATTENDANCE ON ARRIVAL.

ERIKSEN MASTER BERGENZEE

### 1.3. SOME SPECIFIC DETAILS

- Freight rate
 

Sawn Timber	\$28 per ton
Plywood	\$35 per ton
Logs	\$28 per log
  - ETD Helsinki
  - Bunker costs Helsinki
 

HFO	: \$385 per ton
MDO	: \$496 per ton
  - Distance Helsinki – Port Elizabeth
  - Port costs : Helsinki
  - Port costs : Port Elizabeth
  - Tugs and pilotage
  - Working time Port Elizabeth
 

Berthing 1 hour after arrival *or*  
***1 hour after sunrise***  
***(about 07:30), whichever is the later.***  
Discharging to begin about 3 hours after berthing, **Note the agreed hours of work.**  
*Agreed hours of work :*  
08:00 – 10:00; 10:30 – 12:30  
13:00 – 15:00; 15:30 – 17:30  
18:00 – 20:00
  - Discharge time : Port Elizabeth
 

**Sawn Timber** : 10 lifts per hour per crane  
**Plywood** : 8 lifts per hour per crane  
**Logs** : 10 logs per hour per crane.  
**NB : Logs to be discharged before any other cargo.**
  - Will require one full day cleaning holds after completion of cargowork, i.e. assume that the charter will end at midnight on the day following completion of cargowork
  - Agency costs, insurance, and sundry
  - Fuel consumption given in charter fixture.
- \$105 000 for the voyage  
**Note:** HFO only consumed at sea; MDO consumed at sea and in port.

IN ALL CALCULATIONS RELATING TO CARGO WORK, ROUND OFF TO THE **NEXT** (NOT NEAREST) HOUR. E.G. 12, 7 HOURS = 13 HOURS or 13,2 HOURS = 14 HOURS

IN ALL CALCULATIONS RELATING TO TIME AT SEA, ROUND OFF TO THE **NEXT HALF DAY**. E.G. 12,3 DAYS = 12,5 DAYS or 13,6 DAYS = 14.0 DAYS

1. Compile the reply that the Agent will send to Captain Eriksen, Master of *Bergenzee*. Ensure that all relevant details are included.
2. List the arrangements that the Port Agent will need to make prior to the arrival of *Bergenzee* in Helsinki.
3. Assume that *Bergenzee* will arrive at the pilot station at the time given by the Master. List the preparations that Helsinki Port Control will need to make prior to that time.
4. When *Bergenzee* berths in Helsinki, the agent is on the wharf.
  - 4.1. When will he be able to board the ship?
  - 4.2. Apart from the ship's documents, what other important item will he have with him?
  - 4.3. What piece of equipment is vital to a ship's agent to ensure that all arrangements run smoothly before and during the ship's stay in port?
5. Compile the message that the Helsinki agent will send to **Algoa Shipping**, the agent in Port Elizabeth, once *Bergenzee* has sailed from Helsinki. (*If certain information is not available to you in this part of the examination, you may use reasonable "guesstimates" to ensure that the message is complete*).

### VOYAGE COSTING

1. How many days will it take *Bergenzee* to reach Port Elizabeth?
2. What is her ETA off Port Elizabeth?
3. What time will she berth? **NB: Note Working times Port Elizabeth.**
4. What time will cargowork begin? **NB: Note Working times Port Elizabeth**
5. How many hours would it take to complete the discharge of her cargo? **Remember to read all the points relating to the ship and her voyage, especially the discharging rates.**
6. When will she finish cargo work? **Remember to read all the points relating to cargo working hours.**
7. When will her charter end?
8. How many days was she in Port Elizabeth?
9. How many days was she on charter? **Remember to include the period from Skaw to Helsinki and in Helsinki as well.**
10. Calculate the cost of the entire voyage.
11. You have been given the freight rates. What did she earn from the voyage?
12. How much profit/loss did the voyage make?

**APPENDIX E**  
**EXAMPLE OF AN ASSESSMENT TOOL**

Learner's Name \_\_\_\_\_ Class \_\_\_\_\_

**Topic : Annotated Map Of A South African Harbour**

<b>Criteria</b>	<b>Mark Obtained</b>	<b>Possible Mark</b>	<b>Comments</b>
<i>Accuracy Of Map</i>		25	
<i>Accuracy Of Details On Map</i>		25	
<i>Neatness</i>		15	
<i>Use Of Colour</i>		10	
<i>Overall Impression</i>		25	
<b>Total</b>		<b>100</b>	

**Overall Comments :**

**TEACHER'S SIGNATURE** \_\_\_\_\_

## APPENDIX F

### ASSESSMENT TERMINOLOGY

From Department of Education

20 04 06

TERMINOLOGY	EXAMPLES
Types of assessment (X4)	Formative assessment, Summative assessment, Baseline assessment and Diagnostic assessment
Methods of assessment – <i>i.e. who is carrying out the assessment</i> (X4)	Teacher assessment, Self-assessment, Peer assessment and Group assessment
Methods of collecting evidence (X3)	Observation-based assessment, Test-based assessment and Task-based assessment
Forms of Assessment	Assignment, Aural test, Case study, Examinations, Multiple response questions, Demonstrations, Role plays, etc.
Tools for assessing learner performance	Rubrics, Rating scales, Checklists, Observation sheets, Marking memoranda, Assessment grids, etc.
Recording tools	Class list, Mark sheet, Promotion schedule, etc.
Reporting tools	Report card using competence descriptions, Teacher-parent interview, Teacher-learner interview, Written comments in learner work books, etc.

<b>Assessment:</b>	Gathering of evidence to make a judgement or describe the status of learning of an individual or group.
<b>Assessment for learning:</b>	Formative or diagnostic assessment, which aims to monitor and improve the teaching and learning process.
<b>Assessment of learning:</b>	Assessment which serves as a basis for documenting the extent to which the learner mastered the learning outcomes for the unit of study / work. Assessment for the purposes of promotion and certification.
<b>Assessment form:</b>	Refers to the kind of assessment instrument used in relation to the learning outcomes. A variety of assessment forms are used to ensure a fair assessment process.
<b>Assessment method:</b>	Refers to the activity that an assessor engages in, as he/she assesses a learner and the learner's work.
<b>Assessment instrument:</b>	Refers to the nature of the assessment task or activity given to the learner to do as well as the relevant criteria used to assess the learner's performance.
<b>Day-by-day Assessment:</b>	It is a problem-solving exercise done in class with clear guidelines and of specified length. Assignments are less open-ended than projects.
<b>Fairness:</b>	An assessment should not in any way hinder or advantage a learner.
<b>Learner Portfolio:</b>	Collection of different types of evidence, which relates to work being assessed.
<b>Performance Assessment</b>	A task based on problem solving involving investigation designing , making , evaluating and communicating. The this task in done over a period of time.. The essential focus of this task is to test practical competency practical; The work being carried out under supervision of the educator.

<b>Recording:</b>	Recording involves the detailed record keeping of a learner's performance to monitor the learner's progress and to work out methods that can improve the learner's development.
<b>Reporting:</b>	This involves presenting information about the learner to the learner and his/ her parents/ guardian. This information is selected from the teacher's records and is presented in such a way that it reflects the learner's progress in achieving the required outcomes.
<b>Reliability:</b>	Reliability in assessment is about consistency. Consistency refers to the same judgement being made in the same, or similar contexts each time a particular assessment for specified stated intentions is administered.
<b>School-based Assessment:</b>	Schools internally assess learning continuously / on an ongoing basis.
<b>Educator's portfolio:</b>	Contains all the instructions and assessment criteria and rubrics pertaining to all the internal assessment tasks set for the learners.
<b>Validity:</b>	Assessment procedures, methods, instruments and materials have to match what is being assessed.