NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

FREIGHT LOGISTICS

LEVEL 4

IMPLEMENTATION: JANUARY 2014
CONTENTS

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 Assessment in the National Certificates (Vocational)
2 Assessment framework for vocational qualifications
   2.1 Internal continuous assessment (ICASS)
   2.2 External summative assessment (ESASS)
3 Moderation of assessment
   3.1 Internal moderation
   3.2 External moderation
4 Period of validity of internal continuous assessment (ICASS)
5 Assessor requirements
6 Types of assessment
   6.1 Baseline assessment
   6.2 Diagnostic assessment
   6.3 Formative assessment
   6.4 Summative assessment
7 Planning assessment
   7.1 Collecting evidence
   7.2 Recording
   7.3 Reporting
8 Methods of assessment
9 Instruments and tools for collecting evidence
10 Tools for assessing student performance
11 Selecting and/or designing recording and reporting systems
12 Competence descriptions
13 Strategies for collecting evidence
   13.1 Record sheets
   13.2 Checklists

SECTION C: ASSESSMENT IN FREIGHT LOGISTICS

1 Schedule of assessment
2 Recording and reporting
3 Internal assessment of Subject Outcomes in Freight Logistics – Level 4
4 Specifications for the external assessment in Freight Logistics – Level 4
   4.1 Integrated summative assessment task (ISAT)
   4.2 National examination
SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES
This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Freight Logistics in the National Certificates (Vocational). It must be read with the National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF). This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the Subject Guidelines: Freight Logistics Level 4 to prepare for and deliver the subject. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)
Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - economic participation; and
  - nation-building.

The principles that drive these objectives are:

- **Integration**
  To adopt a unified approach to education and training that will strengthen the human resources and develop the capacity of the nation.

- **Relevance**
  To be dynamic and responsive to national development needs.

- **Credibility**
  To demonstrate recognition of competencies and skills acquired, national and international added value and recognition of the acquired qualification

- **Coherence**
  To work within a consistent framework of principles and certification.

- **Flexibility**
  To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**
  To enable stakeholders to participate in the setting of standards and the co-ordination of the achievements required for the qualification.

- **Access**
  To address barriers to learning experienced on different levels and to facilitate the students’ progress.

- **Progression**
  To ensure the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.
• **Portability**
To enable students to transfer credits obtained within a qualification from one learning institution and/or employer to another institution or employer.

• **Articulation**
To allow for vertical and horizontal mobility in the educational system on condition that accredited pre-requisites have been successfully completed.

• **Recognition of Prior Learning**
To grant credits for a unit of learning following an assessment process or where a student possesses the capabilities as specified in the outcomes.

• **Validity of assessments**
To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:
  - clearly stating the outcome to be assessed;
  - selecting the appropriate or suitable evidence;
  - matching the evidence with a compatible or appropriate method of assessment; and
  - selecting and constructing an instrument(s) of assessment.

Topics should be assessed individually and then cumulatively with other topics. There should be a final summative internal assessment prior to the external assessment.

• **Reliability**
To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

  - Cumulative and summative assessments must be weighted more than single topic tests for the internal mark.
  - There should be at least one standardised or norm test in each trimester.
  - All standardised or norm tests must be moderated by a subject specialist.

• **Fairness and transparency**
To verify that assessment processes and/or method(s) used neither hinder nor unfairly advantage any student. The following could constitute unfairness in assessment:
  - Inequality of opportunities, resources or teaching and learning approaches
  - Bias based on ethnicity, race, gender, age, disability or social class
  - Lack of clarity regarding Learning Outcome being assessed
  - Comparison of students’ work with other students, based on learning styles and language

• **Practicability and cost-effectiveness**
To integrate assessment tasks and/practices within an outcomes-based education and training system to strive for cost and time-effective assessment.

## 2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

### 2.1 Internal continuous assessment (ICASS)
Knowledge, skills, values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes. This component is moderated and quality assured both internally and externally.

### 2.2 External summative assessment (ESASS)
The external summative assessment is either a single or more papers set to meet the requirements of the Subject and Learning Outcomes. It is administered according to relevant assessment policies and requirements.

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation
Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) College. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation
External moderation is conducted according to relevant quality assurance bodies' standards, policies, and requirements (currently the South African Qualifications Authority (SAQA) and Umalusi.)

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assurer; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational).

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS
Assessors must be subject specialist and a competent assessor.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment
At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment
This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment
This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment
This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT
An assessment plan should cover three main processes:

7.1 Collecting evidence
The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording
Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting
All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT
Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

<table>
<thead>
<tr>
<th>LECTURER ASSESSMENT</th>
<th>The lecturer assesses students’ performance against given criteria in different contexts, such as individual work, group work, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-ASSESSMENT</td>
<td>Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.</td>
</tr>
<tr>
<td>PEER ASSESSMENT</td>
<td>Students assess another student or group of students’ performance against given criteria in different contexts, such as individual work, group work, etc.</td>
</tr>
<tr>
<td>GROUP ASSESSMENT</td>
<td>Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.</td>
</tr>
</tbody>
</table>

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE
All evidence collected for assessment purposes (ICASS) is kept or recorded in the student’s Portfolio of Evidence (PoE).

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.
### METHODS FOR COLLECTING EVIDENCE

<table>
<thead>
<tr>
<th>Assessment instruments</th>
<th>Observation-based (Less structured)</th>
<th>Task-based (Structured)</th>
<th>Test-based (More structured)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment tools</strong></td>
<td>• Observation</td>
<td>• Assignments or tasks</td>
<td>• Examinations</td>
</tr>
<tr>
<td></td>
<td>• Class questions</td>
<td>• Projects</td>
<td>• Class tests</td>
</tr>
<tr>
<td></td>
<td>• Lecturer, student, parent discussions</td>
<td>• Investigations or research</td>
<td>• Practical examinations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Case studies</td>
<td>• Oral tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practical exercises</td>
<td>• Open-book tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Role-play</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interviews</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>• Observation sheets</td>
<td>• Checklists</td>
<td>• Marks (e.g. %)</td>
</tr>
<tr>
<td></td>
<td>• Lecturer's notes</td>
<td>• Rating scales</td>
<td>• Rating scales (1-5)</td>
</tr>
<tr>
<td></td>
<td>• Comments</td>
<td>• Rubrics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Focus on individual students</td>
<td><strong>Open middle</strong>: Students produce the same evidence but in different ways.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Subjective evidence based on lecturer observations and impressions</td>
<td><strong>Open end</strong>: Students use same process to achieve different results.</td>
<td>Students answer the same questions in the same way, within the same time.</td>
</tr>
</tbody>
</table>

### 10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

**Rating scales** are marking systems where a symbol (such as 1 to 5) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

**Task lists** and **checklists** show the student what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

**Rubrics** are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

### 11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. Why particular information is recorded and how it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

### 12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.
13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets
The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students’ interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists
Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.
ASSESSMENT IN FREIGHT LOGISTICS

LEVEL 4
SECTION C: ASSESSMENT IN FREIGHT LOGISTICS LEVEL 4

1 SCHEDULE OF ASSESSMENT

Internal and external assessments are conducted and the results of both contribute to the final mark of a student in the subject.

The internal continuous assessment (ICASS) mark accounts for 50 percent and the external examination mark for 50 percent of the final mark. A student needs a minimum final mark of 50 percent to enable a pass in the subject.

1.1 Internal assessment

Lecturers must compile a detailed assessment plan and assessment schedule of internal assessments to be undertaken during the year in the subject (e.g. date, assessment task or activity, rating code/marks allocated, assessor, moderator).

All internal assessments are then conducted according to the plan and schedule using appropriate assessment instruments and tools for each assessment task (e.g. tests, assignments, practical tasks/projects and memoranda, rubrics, checklists).

The marks allocated to the minimum number of both practical and written assessment tasks conducted during the internal continuous assessment (ICASS) are kept and recorded in the Portfolio of Evidence (PoE) which is subject to internal and external moderation. A year mark out of 100 is calculated from the ICASS marks contained in the PoE and submitted to the DHET on the due date towards the end of the year.

The following internal assessment units currently GUIDE the internal assessment of Freight Logistics level 4

<table>
<thead>
<tr>
<th>TASKS</th>
<th>Time-frame</th>
<th>Type of assessment activity</th>
<th>Minimum time and proposed mark allocation* (can be increased but not reduced)</th>
<th>Scope of assessment</th>
<th>% contribution to the year mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1</td>
<td>Test</td>
<td>1 hour (50 marks)</td>
<td>Topics completed in Term 1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Term 1</td>
<td>Practical Assessment/Assignment</td>
<td>Determined by the scope and nature of the task</td>
<td>One or more of the topics completed as an assignment</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Term 2</td>
<td>Practical Assessment/Assignment</td>
<td>Determined by the scope and nature of the task</td>
<td>One or more of the topics completed as an assignment</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Term 2</td>
<td>Test*</td>
<td>1 hour (50 marks)</td>
<td>Topics completed in Terms 1 and 2</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Term 3</td>
<td>Internal Examination*</td>
<td>As per external examinations (P1 &amp; P2 where applicable)</td>
<td>Topics completed to date (P1 =15 &amp; P2=15, where applicable)</td>
<td>30</td>
</tr>
</tbody>
</table>

Specifications for internal assessment may change over time. A separate internal assessment guideline document ‘Guidelines for the Implementation of Internal Continuous Assessment (ICASS) in the NC(V) qualifications at FET Colleges’ is developed, updated and available on the Department’s website. The
conduct and administration of internal assessments must always comply with specifications contained in the most current version of the ICASS Guideline document.

2 RECORDING AND REPORTING

Automotive Repair and Maintenance, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

**Scale of Achievement for the Vocational component**

<table>
<thead>
<tr>
<th>RATING CODE</th>
<th>RATING</th>
<th>MARKS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding</td>
<td>80-100</td>
</tr>
<tr>
<td>4</td>
<td>Highly Competent</td>
<td>70-79</td>
</tr>
<tr>
<td>3</td>
<td>Competent</td>
<td>50-69</td>
</tr>
<tr>
<td>2</td>
<td>Not yet competent</td>
<td>40-49</td>
</tr>
<tr>
<td>1</td>
<td>Not achieved</td>
<td>0-39</td>
</tr>
</tbody>
</table>

The planned and scheduled assessment should be recorded in the lecturer’s Portfolio of Assessment (PoA) for each subject. The minimum requirements for the lecturer’s Portfolio of Assessment should be as follows:

- Lecturer information
- A contents page
- Subject and Assessment Guidelines
- A subject Year plan /Work scheme/Pace Setter
- A subject assessment plan
- Instrument(s) (tests, assignments, practical) and tools (memoranda, rubrics, checklists) for each assessment task
- A completed pre-moderation checklist for each of the ICASS tasks and their accompanying assessment tools
- A completed post-moderation checklist once the task has been administered and assessed
- Subject record sheets per level/class reflecting the marks achieved by students in the ICASS tasks completed
- Evidence of review – diagnostic and statistical analysis, including notes on improvement of the task for future use.

The college could standardise these documents.

The minimum requirements for the student’s Portfolio of Evidence (PoE) should be as follows:

- Student information/identification
- Declaration of authenticity form – duly completed (signed and dated)
- A contents page/list of content (for accessibility)
- A subject assessment schedule
- The evidence of marked assessment tasks and feedback according to the assessment schedule
- A summary record of results showing all the marks achieved per assessment for the subject
- Evidence of moderation (only where applicable for student’s whose tasks were moderated).

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), their exact location must be recorded and they must be readily available for moderation purposes.

The following units guide internal assessment in *Freight Logistics level 4*
3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN FREIGHT LOGISTICS LEVEL 4.

Topic 1: Legislation and Regulatory Framework of Freight Logistics

### SUBJECT OUTCOME

<table>
<thead>
<tr>
<th>Subject Outcome 1.1: Investigate the legislation and its impact on the freight logistics industry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT STANDARDS</strong></td>
</tr>
<tr>
<td>• One of the most important legislation and policy documents for each mode of transport is named.</td>
</tr>
<tr>
<td>• The purpose of the legislation and policy are discussed with examples and their impact on the industry expressed, focussing on Occupational Health and Safety Act (OHSA).</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Oral and written tasks
- Group discussions
- Tests
- Examination

<table>
<thead>
<tr>
<th>Subject Outcome 1.2: Analyse the procurement process in terms of the applicable legislation and policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT STANDARDS</strong></td>
</tr>
<tr>
<td>• The government procurement process in terms of the Public Finance Management Act (PFMA) is explained and related.</td>
</tr>
<tr>
<td>• The government tendering system is explained.</td>
</tr>
<tr>
<td>• The documentation used are identified and its purpose explained in terms of samples.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Oral and written tasks
- Group discussions on issues such as the PFMA and governance
- Tests
- Examination

<table>
<thead>
<tr>
<th>Subject Outcome 1.3. Interrogate the National Freight Logistics Strategy (NFLS) and its impact on</th>
</tr>
</thead>
</table>

---

12 Department of Higher Education and Training
### Topic 2: Integrated Logistics Management

#### Subject outcome 2.1: Investigate the practice of Integrated Logistics Management

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ‘Integrated Logistics Management’ is defined and explained.</td>
<td>• Define and explain ‘Integrated Logistics Management’.</td>
</tr>
<tr>
<td>• The synergies of integrated logistics management are illustrated and discussed</td>
<td>• Illustrate and discuss, with examples, the synergies of integrated logistics</td>
</tr>
<tr>
<td>and examples are provided.</td>
<td>management.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT TASKS OR ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Practical assignments on integrated logistics management</td>
</tr>
<tr>
<td>• Oral and written tasks</td>
</tr>
<tr>
<td>• Tests</td>
</tr>
<tr>
<td>• Examination</td>
</tr>
</tbody>
</table>

#### Subject outcome 2.2: Explain the integrated logistics of the supply chain

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The synergies of integrated logistics involved in a supply chain are illustrated</td>
<td>• Illustrate and discuss, with examples, the synergies of integrated logistics</td>
</tr>
<tr>
<td>and discussed and examples are provided.</td>
<td>involved in a supply chain.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT TASKS OR ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Practical assignments on integrated logistics management</td>
</tr>
<tr>
<td>• Oral and written tasks</td>
</tr>
<tr>
<td>• Tests</td>
</tr>
<tr>
<td>• Examination</td>
</tr>
</tbody>
</table>
### Topic 3: Profitability within the Logistics Environment

**SUBJECT OUTCOME**

**Subject outcome 3.1: Investigate the profitability of logistics management**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Key factors impacting on the profitability of the logistics operation are described.</td>
<td>• Describe key factors impacting on the profitability of the logistics operation.</td>
</tr>
<tr>
<td>• The function of logistics outsourcing and its impact on profitability of the logistics operation are described and examined.</td>
<td>• Describe the function of logistics outsourcing and examine its impact on profitability of the logistics operation.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Oral and written tasks
- Group discussions
- Tests
- Examination

**Subject outcome 3.2: Determine elementary profitability of a logistics operation**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The income items in an income statement are identified and recorded.</td>
<td>• Identify and record the income items in an income statement.</td>
</tr>
<tr>
<td>• The expenditure items in an income statement are identified and recorded.</td>
<td>• Identify and record the expenditure items in an income statement.</td>
</tr>
<tr>
<td>• The profit or loss is calculated.</td>
<td>• Calculate the profit or loss.</td>
</tr>
<tr>
<td>• An elementary income statement is drawn up, illustrating typical freight logistics income and expenditure items.</td>
<td>• Draw up an elementary income statement illustrating typical freight logistics income and expenditure items.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Oral and written tasks using examples of actual statements
- Group discussions
- Tests
- Examination

### Topic 4: Freight Logistics Clusters and Environment

**SUBJECT OUTCOME**

**Subject outcome 4.1: Interrogate the elements involved in the management of the freight logistics clusters.**
### ASSESSMENT STANDARDS

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The elements of a management plan are identified for the warehousing, distribution and technical clusters in order to achieve adherence to performance indicators.</td>
</tr>
<tr>
<td>The management information relating to the warehousing, distribution and technical clusters is explained.</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES

- Oral and written tasks
- Group discussions
- Tests
- Examination

### SUBJECT OUTCOME

**Subject outcome 4.2: Investigate the logistics relating to importing and exporting commodities**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The major national ports (airports and harbours), depots and trade routes are located.</td>
</tr>
<tr>
<td>The major international ports (airports and harbours), depots and trade routes are located.</td>
</tr>
<tr>
<td>The cross border logistics involved in the import and export of commodities are identified and explained.</td>
</tr>
<tr>
<td>The major commodities that are imported and exported and trade fluctuations are identified and discussed with examples.</td>
</tr>
<tr>
<td>The purpose of tracking in the freight logistics industry is briefly described.</td>
</tr>
<tr>
<td>A few tracking systems are briefly described.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate major national ports (airports and harbours), depots and trade routes.</td>
</tr>
<tr>
<td>Locate major international ports (airports and harbours), depots and trade routes.</td>
</tr>
<tr>
<td>Identify and explain the cross border logistics involved in the import and export of commodities.</td>
</tr>
<tr>
<td>Identify and discuss, with examples, the major commodities that are imported and exported and trade fluctuations.</td>
</tr>
<tr>
<td>Briefly describe the purpose of tracking in the freight logistics industry.</td>
</tr>
<tr>
<td>Briefly describe a few tracking systems</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES

- Oral and written tasks
- Group discussions
- Tests
- Examination

### SUBJECT OUTCOME

**Subject outcome 4.3: Interrogate customer service in a freight logistics environment**
4. SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN FREIGHT LOGISTICS LEVEL 4

4.1 Integrated summative assessment task (ISAT)

A compulsory component of the external assessment (ESASS) is the integrated summative assessment task (ISAT). The integrated summative assessment task (ISAT) draws on the students’ cumulative learning achieved throughout the year. The task requires integrated application of competence and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

The students are assigned a task at the beginning of the year which they will have to complete in phases throughout the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

OR

Students achieve the competencies throughout the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

The integrated assessment approach enables students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

4.2 National Examination

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application should be followed:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>KNOWLEDGE AND COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS, SYNTHESIS AND EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>30%</td>
<td>50%</td>
<td>20%</td>
</tr>
</tbody>
</table>