# BSSE ECONOMICS [CODE: 1443] Assessment Guide for Centres 2024 - 2028

BEC 2025



#### **ACKNOWLEDGEMENTS**

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The Syllabus Development Task Team (SDTT) comprised of the following:

1. Mr. Tshepo Wesly Lekwape Radikolo Junior Secondary School

2. Mrs. Tebogo Lesedi Tshabang Francistown College of Technical and Vocational Education

3. Mr. Keabetswe Matongo Francistown College of Technical and Vocational Education

4. Mrs. Oarabile Moshagane Kagiso Senior Secondary School

5. Mr. Tshepiso Masilo Matsha College

6. Dr Lesego Sekwati University of Botswana

7. Mrs. Lydia Makgoma Southern Region-Kanye

8. Mrs. Boikhutso P.Modibedi Mogoditshane Senior Secondary School

9. Mr. Pogiso Itomeng Botswana Examinations Council

The members of the Syllabus Advisory Committee comprised of the following:

1. Mrs. Kobontle Kgakge Department of Curriculum Development and Evaluation

2. Ms. Kgakololo Anduku Seabe Parwe Junior Secondary School

3. Dr. Boitumelo Moffat University of Botswana

4. Mr. Warrant Ndiko Kolola Francistown Secondary School

5. Ms. Kebaitsile Molome6. Ms. Wame Nako7. Ramokgonami Junior Secondary School8. Selibe Phikwe Senior Secondary School

7. Mrs. Tebogo Lesedi Tshabang Francistown College of Technical and Vocational Education

8. Mrs. Boikhutso P. Modibedi Mogoditshane Senior Secondary School

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#### INTRODUCTION

The Botswana Senior Secondary Education Assessment Guide for centres summarizes skills that are identified as critical and should be performed by the candidate to demonstrate mastery of the Learning Outcomes (LOs). The assessment guide targets assessment objectives 1, 2 and 3, which are:

- (a) Knowledge and Understanding
- (b) Analysis and Application
- (c) Evaluation and Creativity

These skills are better assessed at Education Provider level and may not easily be demonstrated through written examinations. The guide will be useful when assessing candidates on critical skills at Education Provider level. The document specifies the module, the performance criteria and critical set of skills that the candidate must exhibit to demonstrate level of mastery for a given learning outcome.

The assessment guide will further ensure a common interpretation and understanding of performance criteria across the centres. Although the guide outlines several critical activities that a candidate must perform to demonstrate mastery of a given learning outcome, the Education Provider has the discretion to enlist more relevant activities in the performance of any given learning outcome. However, scored practical tasks will focus on the skills as listed in this guide.



#### Performance Criteria Classification according to level of performance

The table summarises the classification of performance criteria of the economics teaching syllabus:

#### **Economics Analysis and Classification of Performance Criteria Classification**

Module	Level 1	Level 2	Level 3	Level 4	Level 5		
	Remembering / Knowledge	Understanding / Comprehension	Application	Analysis	Evaluation	Practical skills	
	INTRODUCTION	TO ECONOMICS					
1	1.1.1,1.1.2,1.1.4,1	.2.1,1.2.4	1.1.3,1.2.2,1.2.	3	1.1.5		
2	THE ALLOCATIO	N OF RESOURCES					
	2.1.1,2.1.2,2.2.1,2	.2.4,2.2.5,2.2.8,	2.2.2,2.3,2.2.	6,2.2.7,2.2.9,	2.1.3		
	2.2.10,2.3.1,2.3.4		2.2.11,2.3.2,2.3 2.3.7	3.3,2.3.5,2.3.6,			
	THE ROLE OF TH	IE GOVERNMENT I	N THE ECONOM	IY			
3	3.1.1,3.1.2,3.2.1,3	.3.1,3.3.2	3.3.6,3.3.7		3.1.3,3.1.4,3 ,3.3.5	2.2,3.3.3,3.3.4	
	THE PRIVATE FIF	RM					
4	4.1.1,4.1.2,4.2.1,4	.2.5,4.3.1,4.3.2	4.2.2,4.2.3,4.2.	4,4.3.3,4.3.4		1	
	INTERNATIONAL	TRADE AND GLO	BALIZATION				
5	5.1.1,5.2.1,5.2.3,5	.2.5,5.2.6,5.3.1	5.3.2,5.3.5,5.3.	6,5.4.2,5.4.4	5.1.2,5.2.2,5	2.4,5.2.7,	
	5.3.3,5.3.4,5.3.7,5	.4.1,5.4.3			5.3.8,5.3.9,5.4.5		

#### 1.2 Management of Provider-Based Assessment

It is mandatory for the education and training provider to keep a portfolio of evidence for all the tasks assessed as stipulated in the teaching syllabus. However, the Botswana Examinations Council will sample from the portfolio of evidence the assessed tasks to be used for aggregating the final assessments of the candidate. Frequent audits and inspection of the provider-based assessment shall be conducted and records of the outcome of such audits be filed. The audit reports will be useful when standardizing and moderating the provider-based assessments for inclusion into the summative assessments.

#### 1.3 Composition of provider-based assessment for the Teaching Syllabus

According to the Economics Teaching Syllabus, provider-based assessment shall include the following:

- Case study
- Debate
- Presentation

However, the Botswana Examinations Council, shall sample two of the three assessment items in the following proportion from the provider-based assessment for inclusion into the summative assessment of the candidate:

No.	Assessment	Percentage Contribution (%)
1	Case study	20
2	Debate	20
3	Presentation	20

To enable inclusion into the summative assessment of the candidate, the provider-based assessment scores shall be subjected to external moderation.

#### 1.4 Practical Tasks Assessment

The Syllabus outlines a series of performance criteria that the candidate must perform in order to demonstrate mastery of learning outcomes. For a candidate to be considered to have achieved the learning outcome, it is imperative for a candidate to perform **all** the performance criteria. An analysis of the teaching syllabus was conducted to identify the performance criteria that lend themselves to practical assessment and they are summarized in the table below. Centres can further analyse the performance criteria in the teaching syllabus to identify more performance criteria that may have been omitted in this summary. However, for selection of tasks for summative assessment the selection will be limited to the skills as summarized in the table below. The rubric for assessment of practical tasks are included as *Appendix B, C and E. Appendices A, D and F* are used to record the marks for the practical tasks.

For summative assessment of the candidate, the Botswana Examinations Council will sample from practical task assessments per available module. The Assessment form and the summary mark sheet for practical task assessment form part of appendices of this assessment guide. The evidence of assessment will be sought from the portfolio of evidence maintained and kept by the centre.

NB: Video clips at prescribed range of marks should be kept for presentation to the Moderator as evidence.



#### 1.4.1 Economics Presentation

#### A presentation addresses:

- 1. Content: introduction, body and conclusion
- 2. Eye contact
- 3. Volume and Clarity: Loudness, articulation, and no mumbling
- 4. Flow: pauses and verbal fillers
- 5. Confidence and attitude
- 6. Visual aid
- 7. Time

Presentation sheet (to be accompanied by the video clip presentation)

#### Possible topic (Module 3: The Role of Government in the Economy)

E.g -'Discuss the arguments for/against government intervention in the market'

#### Appendix A

Evaluation of the oral presentation based on the following criteria: 1=Poor,2=Fair, 3=Good, 4=Excellent					the	
PRESENTATION						Comments
1. Content	0	1	2	3	4	
2. Eye contact	0	1	2	3		
3. Volume and clari	ty 0	1	2			
4. Flow	0	1	2			
5. Confidence and Attitude	0	1	2	3	4	
6. Visual aid	0	1	2	3		
7. Time	0	1	2			
TOTAL						



Marking Criteria

**Assessment by Presentation (Marks: 20)** 

Possible topic (Module 3: The Role of Government in the Economy)

'Discuss the arguments for/against government intervention in the market'

Appendix B

		Performance Levels										
1. Content: Introduction , body and conclusion		4	3	2	1	0						
		Knowledgeabl e of content and includes an engaging introduction, detailed body and memorable conclusion  Knowledgeabl e of content and includes introduction, detailed body and conclusion		Somewhat knowledgeabl e of content and is missing an introduction, body or conclusion	Some content seem questionable and is missing an introduction, body and/or conclusion	Out of topic						
2.	Eye Contact		Makes eye contact with most in the room	Makes eye contact with some people in the room	Makes very little eye contact with people in the room	Makes no eye contact with people in the room						
3.	Volume and Clarity: Loudness, articulation and no mumbling		The people at the back of the room can hear the presentation very clearly	Some people at the back of the room can hear the presentation	The presenter consistently mumbles and some people at the back of the room cannot hear the presentation	Not audible at all						
4.	Flow: pauses, and verbal fillers			There is a natural flow to the presentation, with no pauses or distracting verbal fillers	The presentation includes distracting pauses, and verbal fillers	Inconsistent presentatio n with many pauses or distracting verbal fillers						



5.	Confidence and Attitude	The presenter speaks with enthusiasm, poise and assurance	The presenter speaks mostly with enthusiasm, poise and assurance	The presenter speaks with some enthusiasm, poise and assurance	The presenter speaks with little enthusiasm, poise and assurance	The presenter speaks with no enthusiasm, poise and assurance
6.	Visual aid		The visual aid connects to the presentation: it is neat, colourful and creative	The visual aid connects to the presentation: it is somewhat neat and colourful	The visual aid does not connect to the presentation : it is messy, lacks colour and creativity	There is no visual aid
7.	Time			The presentation is completed within the allocated time	The presentation is over the allocated time	



#### Assessment through Debate: Possible motion (Marks: 20)

E.g. -'Protectionist policies are necessary to support infant industries in a developing economy such as Botswana'

Module 5: International Trade and Globalization

Appendix E-Assessment criteria

		Performance Levels								
Criteria	1	2	3	4						
1.Organization and clarity: viewpoints and responses are outlined clearly and orderly	Unclear in most parts and not orderly	Clear in some parts but not orderly	Mostly clear and orderly in all parts	Completely clear and orderly presentation						
2.Use of arguments: reasons are given to support viewpoints	No relevant reasons given	Few relevant reasons given	Most relevant reasons given	All relevant reasons given						
3.Use of examples and facts: examples and facts are given to support responses	No relevant supporting examples/facts given	Few relevant supporting examples/facts given	Most relevant supporting examples/facts given	Many relevant supporting examples/facts given						
4.Use of rebuttal: arguments made by other teams are responded to and dealt with effectively	No effective counterarguments made	Few effective counterarguments made	Some effective counterargument s made	Many effective counterargume nts made						
5.Presentation style: tone of voice, use of gestures, and level of enthusiasm are convincing	Few style features were used: not convincingly	Few style features were used convincingly	Some style features were used, convincingly	All style features were used most convincingly						



#### **Debate Marksheet**

Appendix F

Evaluation of the oral presentation based on the following criteria: 1=Poor,2=Fair, 3=Good, 4=Excellent					sed	on	
	ENTATION						Comments
PRES	ENTATION						Comments
1.	Organization and Clarity	0	1	2	3	4	
2.	Use of arguments	0	1	2	3	4	
3.	Use of examples and facts	0	1	2	3	4	
4.	Use of rebuttal	0	1	2	3	4	
5.	Presentation style	0	1	2	3	4	



#### 1.4.2 Case study

Assessment by Case Studies and Scenarios (Marks: 20)

Module 5: International Trade and Globalization

E.g. -Scenario:

The government of Botswana is contemplating imposing trade restrictions on imports of toilet papers in order to assist local manufacturers. The government is looking at the possibility of using a tariff or an import quota. Suppose you are employed as a policy advisor in the Ministry of Trade and Enterprise. Use your knowledge of trade barriers of a tariff and import quota and advice government on which of the two options is likely to yield more economic gains. Present your views in an essay.

Question	Marks	Skills
a)	2 marks	AO1
b)	8 marks	AO2
c)	10 marks	AO3
TOTAL	20 MARKS	



Appendix G-Assessment Syllabus A

MAPPING TEACHING SYLLABUS TO AO AND PAPERS	A01	AO2	AO3	PAPER1	PAPER2	PBA
<b>ECOSL 1.1</b> DEMONSTRATE UNDERSTANDING OF THE MEANING OF ECONOMICS						
1.1.1 Explain the term economics.	✓			<b>✓</b>		
1.1.2 Explain the terms microeconomics and macroeconomics	✓			✓		
1.1.3 Differentiate between micro and macroeconomics		<b>V</b>		✓	✓	
1.1.4 Explain the Classical and Neo classical theories	<b>✓</b>			✓		
<b>1.1.5</b> Use the Classical and Neo classical theories to address economic issues			<b>✓</b>		<b>✓</b>	<b>✓</b>
<b>ECOSL 1.2</b> DEMONSTRATE UNDERSTANDING OF THE ECONOMIC PROBLEM ,FACTORS OF PRODUCTION, OPPORTUNITY COST AND PRODUCTION POSSIBILITY FRONTIER						
<b>1.2.1</b> Explain the nature of economic problem.	✓			✓	✓	
<b>1.2.2</b> Draw production possibility frontier/production possibility curve.		✓			✓	✓
<b>1.2.3</b> Interpret the production possibility frontier/production possibility curve.		<b>√</b>		<b>√</b>	<b>✓</b>	✓
<b>1.2.4</b> Explain the four factors of production and their rewards.	✓			✓		
ECOSL 2.1 DEMONSTRATE UNDERSTANDING OF ECONOMIC SYSTEMS						
2.1.1 Explain the different economic systems	✓			✓	✓	
2.1.2 Explain the characteristics of each economic system	✓			✓	✓	
2.1.3 Discuss how the economic systems solve the economic problem			✓		✓	✓



ECOSL 2.2 DEMONSTRATE KNOWLEDGE OF THE LAWS OF					
SUPPLY AND DEMAND AND THE MARKET EQUILIBRIUM					
CONCEPT					
2.2.1 Explain the law of demand.	✓		✓		
2.2.2 Illustrate the concept of demand using diagrams.		<b>✓</b>	✓	✓	✓
2.2.3 Show the relationship between change in price and quantity					
demand using diagrams		<b>✓</b>	✓	✓	✓
2.2.4 Explain the determinants of demand	<b>✓</b>		✓	✓	
2.2.5 Explain the law of supply	<b>V</b>		✓		
2.2.6 Illustrate the concept of supply using diagrams.		✓	✓	✓	✓
2.2.7 Show the relationship between change in price and quantity					
supplied using diagrams.		✓	✓	✓	✓
2.2.8 Explain the determinants of supply	✓		✓	$\checkmark$	
2.2.9 Illustrate how changes to the determinants of demand and supply					
affect the demand and supply curves.		✓		✓	✓
2.2.10 Explain the term market equilibrium	✓		✓		
2.2.11 Illustrate the concept of market equilibrium		✓		✓	✓
ECOSL 2.3 DEMONSTRATE UNDERSTANDING OF THE					
CONCEPTS OF ELASTICITY OF DEMAND AND SUPPLY AND THEIR					
INFLUENCE IN BUSINESS DECISION MAKING					
2.3.1 Explain price elasticity of demand	✓		✓		
2.3.2 Explain the determinants of price elasticity of demand and how					
they affect demand	✓		✓	✓	✓
2.3.3 Illustrate price elasticity of demand using simple calculations		✓		✓	✓



2.3.4 Explain price elasticity of supply	✓			<b>✓</b>		
2.3.5 Explain the determinants of price elasticity of supply and how they						
affect supply	✓	✓		<b>✓</b>	✓	✓
2.3.6 Illustrate price elasticity of supply using simple calculations		✓			✓	✓
2.3.7 Interpret price elasticity of demand and supply		✓		<b>✓</b>	✓	✓
<b>ECOSL 3.1</b> DEMONSTRATE UNDERSTANDING OF GOVERNMENT INTERVENTION IN THE ECONOMY						
<b>3.1.1</b> Explain reasons for government intervention in the economy	✓			✓	✓	
<b>3.1.2</b> Explain different forms of assistance that the government could						
give to businesses	<b>✓</b>			✓	✓	
<b>3.1.3</b> Discuss how the government protects employees and consumers			✓		✓	✓
<b>3.1.4</b> Propose ways through which the government can control						
production			✓		✓	✓
<b>ECOSL 3.2</b> DEMONSTRATE UNDERSTANDING OF THE GOVERNMENT ECONOMIC OBJECTIVES						
3.2.1 Explain government economic and social objectives	✓			✓	✓	✓
<b>3.2.2</b> Suggest how the government can achieve the economic and social objectives			✓		<b>√</b>	<b>✓</b>
<b>ECOSL 3.3</b> DEMONSTRATE UNDERSTANDING OF THE GOVERNMENT ECONOMIC POLICIES						
3.3.1 Explain fiscal and monetary policies	✓			✓	✓	
3.3.2 Describe different types of taxes	✓			✓	✓	
<b>3.3.3</b> Discuss how taxation impact on consumers, businesses and government			<b>√</b>		<b>√</b>	<b>✓</b>



<b>3.3.4</b> Discuss how government spending impacts on businesses and government.				<b>√</b>	<sub>✓</sub>
3.3.5 Discuss how changes in interest rate can influence business activities				<b>√</b>	<b>✓</b>
3.3.6 Draw the trade cycle		✓	<b>✓</b>	✓	
3.3.7 Interpret the trade cycle diagram	1	<b>V</b>	✓	✓	✓
<b>ECOSL 4.1</b> DEMONSTRATE UNDERSTANDING OF THE DIFFERENT SIZES OF THE FIRM					
<b>4.1.1</b> Explain ways of measuring the size of the firm	<b>✓</b>		✓	✓	
<b>4.1.2</b> Describe characteristics of small and large firms in Botswana	<b>✓</b>		✓	✓	
<b>ECOSL 4.2</b> DEMONSTRATE KNOWLEDGE ON THE COSTS OF PRODUCTION AND THEIR EFFECTS ON REVENUE AND PROFITS					
4.2.1 Explain costs of production, revenue and profits	✓		✓		
4.2.2 Calculate costs of production, revenue and profits		✓	✓	✓	✓
<b>4.2.3</b> Draw diagrams (table/graph) to show how changes in output affect costs of production		<b>√</b>		<b>√</b>	✓
<b>4.2.4</b> Illustrate with a diagram how changes in costs affect revenue and profits		<b>√</b>		<b>√</b>	✓
4.2.5 Explain types of economies and diseconomies of scale	✓		✓	✓	
<b>ECOSL 4.3</b> DEMONSTRATE UNDERSTANDING OF THE NATURE OF THE MARKET ,CHARACTERIZED BY MONOPOLY AND PERFECT COMPETITION					
4.3.1 State characteristics of monopoly and perfect competition	✓		✓	✓	



<b>4.3.2</b> Explain the advantages and disadvantages of monopoly and perfect competition	✓			~	✓	
<b>4.3.3</b> Illustrate with <b>diagrams</b> how prices are determined in monopoly and perfect competition in the short run		<b>✓</b>			✓	✓
<b>4.3.4</b> Interpret the diagram of how prices are determined under monopoly and perfect competition in the short run.		<b>✓</b>			✓	✓
	_					
<b>ECOSL 5.1</b> DEMONSTRATE UNDERSTANDING OF SPECIALIZATION BY NATION						
5.1.1 Explain specialisation by nation	<b>V</b>			✓	✓	
5.1.2 Discuss specialization by nation			✓		✓	✓
<b>ECOSL 5.2</b> DEMONSTRATE UNDERSTANDING OF GLOBALIZATION, FREE TRADE AND PROTECTIONISM						
5.2.1 Explain the term globalization	✓			✓		
<b>5.2.2</b> Assess the effects of globalization in the economy			✓		✓	✓
<b>5.2.3</b> Explain functions of <b>free trade associations</b> that Botswana is a member of.	✓			✓	✓	
<b>5.2.4</b> Discuss the implications of free trade to consumers, producers and the economy			<b>√</b>		✓	·
<b>5.2.5</b> Explain reasons for trade protection	✓			✓	✓	
5.2.6 Explain the methods of trade protection	✓			✓	✓	
5.2.7 Evaluate effects of trade protection on the business			✓		✓	✓
<b>ECOSL 5.3</b> DEMONSTRATE UNDERSTANDING OF BALANCE OF PAYMENTS						



<b>5.3.1</b> Explain the balance of trade	✓			~		
5.3.2 Calculate the balance of trade		✓		✓	✓	
5.3.3 Explain balance of payments	<b>✓</b>			<b>✓</b>		
<b>5.3.4</b> State the components of current account and the capital account	✓			$\checkmark$	✓	
<b>5.3.5</b> Calculate the current account balance and the capital account balance		V		<b>✓</b>	✓	
<b>5.3.6</b> Calculate the balance of payments		<b>✓</b>			✓	✓
<b>5.3.7</b> Explain the causes of favourable and unfavourable balance of payments	<b>✓</b>			<b>√</b>	<b>√</b>	
<b>5.3.8</b> Evaluate favourable and unfavourable balance of payments			✓		✓	✓
<b>5.3.9</b> Recommend <b>possible solutions</b> to address balance of payment problems			<b>✓</b>		<b>✓</b>	<b>✓</b>
<b>ECOSL 5.4</b> DEMONSTRATE UNDERSTANDING OF THE EXCHANGE RATE SYSTEMS						
5.4.1 Explain exchange rates	✓			✓		
<b>5.4.2</b> Differentiate between floating and fixed exchange rate		✓		✓	✓	
5.4.3 Explain causes of exchange rate fluctuations	✓			✓	✓	
5.4.4 Convert one currency to another currency		✓			✓	✓
5.4.5 Discuss effects of exchange rate fluctuations on importers and						
exporters			✓		✓	✓
TOTAL: 77	36	26	15	51	63	37



#### 2.0 MODERATION OF PROVIDER BASED ASSESSMENT

The provider-based assessment shall be subjected to both internal and external moderation. Internal moderation will be coordinated by the Senior Teacher I. The internal moderation is meant to ensure that all candidates in a centre are assessed based on a common standard. External moderation shall be achieved by means of a visiting moderator or team of moderators to ensure that all candidates are subjected to a common national standard. The External Moderator shall be granted access to assessment records for each registered candidate to authenticate the scores.

#### 2.1 Documentation required for external moderation

Upon visit to the centre, the Moderator(s) should be granted access to the following documentation:

- list for all candidates registered for the syllabus
- centre order of merit
- internal moderation form
- summary mark sheets
- portfolio of evidence for each candidate
- practical task assessment records
- video clips of practical tasks at prescribed range of marks
- reports
- access to all candidates registered for the syllabus

If in doubt about any piece of evidence presented, the External Moderator(s) is mandated to order a repeat of the assessment of the task in question to confirm the score awarded. Therefore, it is important to treat the moderation period as an examination time by ensuring that all candidates are readily available.

#### 2.2 External moderation procedure

The Moderator shall use the centre order of merit to select a proportion of candidates at a specified mark range and review their selected work using the evidence availed. Then a decision will be made based on the review whether the mark is a reasonable reflection of the performance of the candidate or not. A scaling factor will be established based on the variance between the centre mark and the mark awarded by the Moderator(s). The recommended scaling factor may vary according to the selected mark range. Examples of some of the possible mark ranges that may be used during moderation are included as part of *Appendix* to this document, however, they may be varied from time to time. At the end of the moderation exercise the teachers shall carry out the adjustments as recommended by the Moderator(s) and then submit the outcome to the Chief Invigilator for signing off.

BSSE – NOVEMBER 2022 1443 / 03 SUMMARY MARKSHEET

Αı	pendix	H:	Sy	/llabus	summary	/ mark	sheet
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Centre No......Centre Name.....

		Candidate	Weighted Mark / 70				Total Centre	Moderated Mark / 70
No	Name		A [28]	B [20]	C [22]		Centre Mark / 70	
	<u> </u>			_				
		,						
Senior T	eacher		Signature			Date		
Chief Inv	rigilator		Signature			Date		

A-Case Study; B-Debate; C-Presentation



#### For External Moderator Use Only

#### Appendix I

Centre Number		Centre Name		
1	Mark Range for ap	oplying the scaling		Recommended Scaling Factor
Minimum	n Mark	Maximu	ım Mark	
0		1	5	
16		3	0	
31		4	5	
46		6	0	
61		7	0	

Name of Moderator	Principal Moderator	
Signature	Signature	
Date	Date	
Personnel ID	Personnel ID	