# 120384 Formative Assessments

**Formative assessment**

**Calculate time**

Select one of the following activities:

Painting the classroom

Fitting a bath and washbasin in the bathroom

Tiling the floor of the classroom

Planting a tree and five shrubs in the garden

Setting up a sprinkler system to water the garden

Or any other activity

Now, based on your experience of similar projects, assign values to

to,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tm,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tp.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For the formula to work, all the values have to be the same type: hours, days or weeks.

Calculate the optimistic finishing time of the project and the pessimistic finishing time of the project, using the appropriate formula in each case.

a) te= to +4tm +tp

 6

b) te= to +3tm +2tp

 6

**Formative assessment SO2 AC3-4**

**WBS**

Do the following:

Develop a WBS for a project to paint your house, tile the bathroom and kitchen and lay carpets in the bedrooms and lounge.

Use the WBS to identify major tasks and then decompose the major tasks into individual tasks.

Work out a timeline for the project

identify the critical path

identify lead time and lag time

**Formative assessment SO 2 AC1-4; SO3 AC1-6**

Develop up a Gantt chart for the remodelling of the house, including painting, tiling and fitting cupboards in the bedrooms. Use a 3-bedroomed house as an example. Include the following in the Gantt chart:

Task number

Estimated time for each task,

Task names,

Who will be responsible for carrying out the task

Cost

Resources

The timeline of the activities

predecessor tasks

Update the necessary documents to reflect the schedule.

**Formative assessment SO3 AC7**

Present the project schedule to the stakeholders in the form of a report.

**Formative assessment SO1 AC1-2**

**Individual activity**

Use examples from the group scheduling activities as a guide and explain the following:

The purpose and importance of a schedule of activities on a project

Schedule development process