## 7468 Workplace Assignments

You have to analyse the budget of your department and draw up a budget for the next 3 months based on the previous 12 month’s income and expenditure. You may do this on a template provided by the organisation.

1. Analyse the income and expenditure of your department for the past year. Increase the income by 10% and each expenditure item by 7%. Write down your results. Make at least two suggestions on how to reduce expenses Attach the income and expenses statement to your PoE.
2. By how much did the wages increase? How much extra income must be generated to pay this increase? Make suggestions how to increase the income of your department.
3. Compare the previous two year’s income and expenses for your department. Make a summary of the variances and investigate the results of the variances. For instance, did a reduction in costs lead to more profit, etc.
4. You have to calculate the impact that an increase of 10cents on the petrol price has on the expenses of the organisation
5. Assist your manager to develop a budget for your department. Attach a copy of the budget to your workbook.
6. Interest rates have increased over the past year. Find out what the prime rate is that is charged by banks. Calculate the size of the home loan you can afford at the current prime interest rate. What will the size of the loan be and how much will your monthly repayments be?
7. Find out from a bank how the interest on fixed deposits has increased/decreased over the past 18 months. You invested an amount of R15000 18 months ago. Calculate what your annual income would have been then. Calculate what your annual income would be now. By how much has your annual income increased/decreased? Would you agree with me if I state that higher interest rates benefit pensioners? Motivate your answer. Your supervisor has to sign all the documents you attach to your PoE to confirm that it is your own work and that the figures you used are realistic
8. Government should use taxes to pay for infrastructure, welfare, etc. If government were to increase the social benefits paid to children by R20 and there are, for example 3,845,684 children receiving this allowance, how much extra would the allowances cost? If the allowance paid is R210 per child, what would the total allowances cost the country? Where would government get the money from?
9. Of the number of children receiving allowances from government, 15% are fraudulent claims. Calculate the number of fraudulent claims. Calculate the cost to the country of these fraudulent claims. Make a suggestion on where government should spend this money if it was possible to get it back from the fraudsters.
10. Your employer has offered an increase of 6% but the union demands and increase of 10%. Calculate how much income you will lose if the employees in your company went on strike for 14 days and the rule of no work no pay applies.
11. Calculate what your income will be if you add an increase of 6% to your current salary/wages. Calculate what your income will be if you add an increase of 10% to your current salary/wages. Now calculate how many months you will have for an increase of 10% in order to make up the money you lost during the strike.

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| Logbook 7468 | | | | | | | |
| **Date** | **Assignment No** | | | **Start** | | **Finish** | **Total Hours** |
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| Date | | Candidate signature | Date | | Mentor/supervisor signature | | |

## Assessment Evidence Guide 7468

| Evidence required  (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment)U/S 7468 | Sources of evidence  (where/how the assessor can find the evidence) |  | | Assessor’s comments in support of judgement  (where required) | |
| --- | --- | --- | --- | --- | --- |
| ✓ | X |  |
| SO1  Use mathematics to plan and control financial instruments | |  |  |  |
| SO1, AC1  Plans are sufficient to ensure effective control of financial instruments. | Questionnaire 1-4, 9  Workplace assignments 1-5 |  |  |  |
| SO1, AC2  Calculations are carried out using computational tools efficiently and correctly and solutions obtained are verified in terms of the context | Questionnaire 5-8, 10-14, 18-29  Workplace assignments 1-5 |  |  |  |
| SO1, AC3  Measures used for control purposes are appropriate to the need and are in line with control plans | Questionnaire 15-17  Workplace assignments 1-5 |  |  |  |
| SO2  Use simple and compound interest to make sense of and define a variety of situations | |  |  |  |
| SO2, AC1  The differences between simple and compound interest are described in terms of their common applications and effects | Questionnaire 30-34  Workplace assignments 6-7 |  |  |  |
| SO2, AC2  Methods of calculation are appropriate to the problem types | Questionnaire 30-34  Workplace assignments 6-7 |  |  |  |
| SO2, AC3  Computational tools are used efficiently and correctly and solutions obtained are verified in terms of the context or problem | Questionnaire 30-34  Workplace assignments 6-7 |  |  |  |
| SO2, AC4  Solutions to calculations are used effectively to define the changes over a period of time | Questionnaire 30-34  Workplace assignments 6-7 |  |  |  |
| SO3  Investigate various aspects of costs and revenue | |  |  |  |
| SO3, AC1  Values are calculated correctly | Questionnaire 35-47  Workplace assignments 8-11 |  |  |  |
| SO3, AC2  Mathematical tools and systems are used effectively to determine and describe the relationships between the various aspects of cost and revenue | Questionnaire 35-47  Workplace assignments 8-11 |  |  |  |
| SO3, AC3  Terminology is used in the correct context | Questionnaire 35-14  Workplace assignments 8-11 |  |  |  |
| SO3, AC4  Reasonable methods are described for the control of costs and optimisation of profits in relation to given data | Questionnaire 35-36, 48-50  Workplace assignments 8-11 |  |  |  |
| SO4  Use mathematics to debate aspects of the national and global economy | |  |  |  |
| SO4, AC1  Values are calculated correctly | Questionnaire 56-58 |  |  |  |
| SO4, AC2  Mathematical tools and systems are used effectively to determine, compare and describe aspects of the national and global economy | Questionnaire 56-58 |  |  |  |
| SO4, AC3  Debating points are based on well-reasoned arguments and are supported by mathematical information | Questionnaire 51-55, 59-64 |  |  |  |

## Declaration Of Authenticity Of Evidence

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| --- | --- |
| I (Initials and Surname) | |
| ID No: | |
| declare/certify that the learning activities completed in the learner activity workbook in its entirety is my own original and authentic work (interpreter declaration to be completed where necessary) I acknowledge that should it come to the attention/reported to the training provider/ SETA or relevant authorities, and there is sufficient evidence to prove that there is an irregularity regarding the authenticity of this submission the necessary steps will be taken against me which can result in the one or more of following decisions being taken: | |
| * A criminal case being opened, * Learner achievement certificate cancelled, withdrawn * Non processing of learner achievement submissions to the SETA pending the outcome of an investigation * De-registration as an assessor/moderator (where unauthorised assistance is provided by the assessor/facilitator) * Investigation into the accreditation status of the training provider if there is an irregularity on the part of the training provider | |
| I know and understand the contents of this declaration: I have no objection to signing the prescribed declaration, The declaration was also explained to me by the training provider/facilitator | |
| Signature of Learner: | Date |
| Signature of facilitator/assessor: | Date |

# ASSESSMENT REVIEW

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|  | | | | | | | | | | |
| NAME of LEARNER | | | | | NAME of ASSESSOR | | | | | |
| VENUE | | | | | DATE of REVIEW | | | | | |
| UNIT STANDARD | | 7468 | | | | | | | | |
| Review Dimension | | | | ASSESSOR | | | LEARNER/  CANDIDATE | | ACTION | |
| The principles/criteria for good assessment were achieved? | | | | Agree  Disagree | | | Agree  Disagree | |  | |
| The assessment related to the registered unit standard? | | | | Agree  Disagree | | | Agree  Disagree | |  | |
| The assessment was practical? | | | | Agree  Disagree | | | Agree  Disagree | |  | |
| It was time efficient and cost-effective and did not interfere with my normal responsibilities? | | | | Agree  Disagree | | | Agree  Disagree | |  | |
| The assessment instruments were fair, clear and understandable | | | | Agree  Disagree | | | Agree  Disagree | |  | |
| The assessment judgements was made against set requirements | | | | Agree  Disagree | | | Agree  Disagree | |  | |
| The venue and equipment was functional? | | | | Agree  Disagree | | | Agree  Disagree | |  | |
| Special needs were identified and the assessment plan was adjusted | | | | Agree  Disagree | | | Agree  Disagree | |  | |
| Feedback was constructive against the evidence required | | | | Agree  Disagree | | | Agree  Disagree | |  | |
| An opportunity to appeal was given | | | | Agree  Disagree | | | Agree  Disagree | |  | |
| The evidence was recorded | | | | Agree  Disagree | | | Agree  Disagree | |  | |
| LEARNER”S DECLARATION OF UNDERSTANDING | | | | | | | | | | |
| I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid | | | | | | | | | | |
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| Learner | Date | | Assessor | | | Date | | Moderator | | Date |

## Candidate Feedback Report

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| --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | ID No. |  |
| Assessor's Name |  | | | | Reg. No. |  |
| Unit Standard Title | Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues | | | | | | |
| **ASSESSMENT DECISION** | | | | | | | |
| Source of Evidence | | C | NYC | Comments | | | |
| Assessment | |  |  |  | | | |
| Product | |  |  |  | | | |
| Indirect Evidence | |  |  |  | | | |
| Overall Assessment Decision | | | |  | | | |
| Additional Notes | | | |  | | | |
| Date | | | |  | | | |
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| Signature of Assessor | | | | Signature of Candidate | | | |

## Candidate Appeal Form

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| Candidate's Name: | | ID No. |  |
| Assessor's Name: | | Reg. No. |  |
| Unit Standard Title: | |  | |
| Date: | |  | |
| **SECTION 1** | |  | |
| Candidate's reason for disagreeing with the assessment decision |  | | |
| Assessor's rationale for the assessment decision |  | | |
| Candidate's signature |  | | |
| Assessor's signature |  | | |
| **SECTION 2** | | | |
| Internal Moderator’s reconsidered decision and rationale |  | | |
| Internal Moderator's Signature |  | | |
| Advising Assessor’s Signature |  | | |
| Decision and rationale of the investigatory panel |  | | |
| Learner Declaration | The above decisions have been explained to me and I accept the assessment decision | | |
| Learner’s Signature |  | | |
| Date |  | | |

## Assessor's Report 7468

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| Candidate's Name |  | | | | ID No. |  | |
| Assessor's Name |  | | | | Reg. No. |  | |
| Unit Standard Title | Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues | | | | | | |
| **ASSESSMENT DECISION** | | | | | | | |
| Specific Outcome | | C | NYC | Comments | | | |
| Use mathematics to plan and control financial instruments | |  |  |  | | | |
| Use simple and compound interest to make sense of and define a variety of situations. | |  |  |  | | | |
| Investigate various aspects of costs and revenue | |  |  |  | | | |
| Use mathematics to debate aspects of the national and global economy. | |  |  |  | | | |
| Overall Assessment Decision | |  | | | | | |
| Comments | |  | | | | | |
| Date | |  | | | | | |
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| Signature of Assessor | | Signature of Candidate | | | | |

## Moderator's Report 7468

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| Moderator's Name |  | | | Reg. No. | |  | |
| Assessor's Name |  | | | Reg. No. | |  | |
| Candidate's Name |  | | | ID No. | |  | |
| Unit Standard Title | Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues | | | | | | |
| **MODERATION DECISION** | | | | | | | |
| Specific Outcome | | | C | | NYC | | Comments |
| Use mathematics to plan and control financial instruments | | |  | |  | |  |
| Use simple and compound interest to make sense of and define a variety of situations. | | |  | |  | |  |
| Investigate various aspects of costs and revenue | | |  | |  | |  |
| Use mathematics to debate aspects of the national and global economy. | | |  | |  | |  |
| Overall Moderation Decision | | |  | | | | |
| Feedback to Assessor | | |  | | | | |
| Action Required | | |  | | | | |
| Date of Moderation | | |  | | | | |
| Signature of Moderator | |  | | | | | | |
| Signature of Assessor | |  | | | | | | |
| Signature of Candidate | |  | | | | | | |