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## Assessment of physics practicals using a technology-aided system

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Traditionally evaluation of physics practical work at universities is based on a laboratory report characterising the activities a particular experiment. Such an evaluation generally puts a learner under considerable pressure in view of the required language proficiency as an additional aspect considered during the evaluation of the report and for which penalties might be incurred. This article provides a description of a technology-aided system utilized for assessment of physics practicals which does not require language proficiency. The experimental reports assessed through the system are characterised by key features such as figures, graphs and drawings. The underlying theoretical knowledge associated with the experiment is provided as part of a detailed experimental procedure. The technology-aided system provided the capacity needed for handling large volumes of practicals in view of the high number of students performing practical work in the physics laboratories at a South African university over the years. In addition, the system also makes provision for a large number of experiments to be carried out and assessed in a sustainable manner.

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