



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

ART AND SCIENCE OF TEACHING NQF Level 2

April 2008

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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 Art and Science of Teaching 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: Art and Science of Teaching* to prepare for and deliver *Art and Science of Teaching*. 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 development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **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 setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that 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 of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **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.

- **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.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages 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 one student's work with another, based on learning styles and language.

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and 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. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally, and externally quality assured by Umalusi. 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.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single paper or set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of ESASS is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply acquired knowledge.

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

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 by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

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 assessor; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures be customised for students who experience barriers to learning, 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 specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

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.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's Portfolio of Evidence.

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 that 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		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
Assessment instruments	<ul style="list-style-type: none"> • Observation • Class questions • Lecturer, student, parent discussions 	<ul style="list-style-type: none"> • Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews 	<ul style="list-style-type: none"> • Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	<ul style="list-style-type: none"> • Observation sheets • Lecturer's notes • Comments 	<ul style="list-style-type: none"> • Checklists • Rating scales • Rubrics 	<ul style="list-style-type: none"> • Marks (e.g. %) • Rating scales (1-5)
Evidence	<ul style="list-style-type: none"> • Focus on individual students • Subjective evidence based on lecturer observations and impressions 	<p>Open middle: Students produce the same evidence but in different ways.</p> <p>Open end: Students use same process to achieve different results.</p>	Students answer the same questions in the same way, within the same time.

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. These 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. Use of rubrics provides a different way of assessing 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 be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that 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 which criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN ART AND SCIENCE OF TEACHING

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a Portfolio of Evidence account for the other 50 percent.

The Portfolio of Evidence and the external assessment include practical and written components. The practical assessment in Art and Science of Teaching must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

2 RECORDING AND REPORTING

Art and Science of Teaching, 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

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following at least should be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's Portfolio of Evidence (PoE) must include at least:

- A contents page

- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

Where a task cannot be contained as evidence in the Portfolio of Evidence, its exact location must be recorded and it must be readily available for moderation purposes.

The following units guide internal assessment in Art and Science of Teaching Level 2:

NUMBER OF UNITS	ASSESSMENT	COVERAGE
2	Formal written tests	One or more completed topics
1	Internal written exam	All completed topics
3	Practical assessments	Must cover the related Subject Outcomes <ul style="list-style-type: none">• Research and report on topic related to Art and Science of Teaching• Analyse case studies and answer questions• Micro-teaching on topic related to Art and Science of Teaching• Oral presentation

**ASSESSMENT OF ART AND SCIENCE OF TEACHING
LEVEL 2**

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN ART AND SCIENCE OF TEACHING–LEVEL 2

Topic 1: Foundations for Effective Teaching

SUBJECT OUTCOME	
1.1 Explain the subject Art and Science of Teaching and the rationale for its inclusion in the qualification	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Art and Science of Teaching is defined. • The rationale for Art and Science of Teaching and the need for its inclusion in the qualification are discussed. 	<ul style="list-style-type: none"> • Define Art and Science of Teaching. • Discuss the rationale for Art and Science of Teaching and the need for its inclusion in the qualification.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Journal entry of the definition of the Art and Science of Teaching • Essay presenting an opinion of the rationale for including Art and Science in the Education and Development National Certificate (Vocational) programme 	

SUBJECT OUTCOME	
1.2 Describe teaching and learning dynamics	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • The meaning of teaching and learning dynamics is explained. • The links between the components of the teaching and learning situation are explained. • The meaning of high quality teaching and learning is explained. • A list of own beliefs in terms of teaching and learning is made. 	<ul style="list-style-type: none"> • Explain the meaning of teaching and learning dynamics. • Explain the links between the components of the teaching and learning situation. • Explain the meaning of high quality teaching and learning. • Make a list of own beliefs in terms of teaching and learning.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Structured interview on the meaning of teaching and learning dynamics, the links between the components of the teaching and learning situation, and the meaning of high quality teaching and learning • Journal entry: List of own beliefs in terms of teaching and learning 	

SUBJECT OUTCOME	
1.3 Explain the theory of participative learning	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • The meaning of participative learning is explained. • The theoretical background of participative learning is given. • The requirements for participative learning are described. • The importance of, and rationale for a participative approach to learning is explained. 	<ul style="list-style-type: none"> • Explain the meaning of participative learning. • Give the theoretical background of participative learning. • Describe the requirements for participative learning. • Explain the importance of and rationale for a participative approach to learning.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Oral presentation on the meaning of, theoretical background of, the requirements and rationale for participative learning 	

SUBJECT OUTCOME	
1.4 Describe teachers' roles from a participative practice perspective	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The seven roles of a teacher are listed. The teachers' roles are investigated and linked to participative learning. Own opinion on the characteristics of a participative teacher is expressed. 	<ul style="list-style-type: none"> List the seven roles of a teacher. Investigate and link the teachers' roles to participative learning. Express own opinion of the characteristics of a participative teacher.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Journal entry: List of seven roles of teacher Diagram or mind-map indicating links of teachers' roles to participative learning Essay presenting own opinion of the characteristics of a participative teacher 	

SUBJECT OUTCOME	
1.5 Describe students' roles from a participative practice perspective	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Responsibilities of students are described in terms of participative learning. The essential characteristics of a participative student are described. 	<ul style="list-style-type: none"> Describe the responsibilities of students in terms of participative learning. Describe the essential characteristics of a participative student.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Written assignment stating the responsibilities of students and essential characteristics of a participative student 	

SUBJECT OUTCOME	
1.6 Describe the learning environment from a participative practice perspective	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The relevance of the link between the content and learning environment is described from a participative practice perspective. The requirements of the learning environment for participative learning are described. 	<ul style="list-style-type: none"> Describe the relevance of the link between content and learning environment from a participative practice perspective. Describe the requirements of the learning environment for participative learning.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Written report on the relevance of the link between the content and the learning environment and the requirements of the learning environment for participative learning 	

SUBJECT OUTCOME	
1.7 Explain the theory of individual autonomous teaching and learning	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The meaning of individual autonomous teaching and learning is described. The theoretical background of individual autonomous teaching and learning is given. Methods most suitable for individual autonomous learning are explained. <i>Range: includes digital e-learning; distance learning</i> The requirements for individual autonomous teaching and learning are described. <i>Range: learning environment; variables; conditions for achieving success</i> The benefits and disadvantages of individual autonomous learning are explained. The rationale for an individual autonomous approach to learning is explained. 	<ul style="list-style-type: none"> Describe the meaning of individual autonomous teaching and learning. Give the theoretical background of individual autonomous teaching and learning. Explain the methods most suitable for individual autonomous learning. Describe the requirements for individual autonomous teaching and learning. Explain the benefits and disadvantages of individual autonomous learning. Explain the importance and rationale for an individual autonomous approach to learning. Suggest strategies to overcome barriers to individual autonomous learning and digital e-learning.

<ul style="list-style-type: none"> Strategies to overcome barriers to individual autonomous learning and digital e-learning are suggested. 	
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Investigate and draft a written report on the relevance of the link between individual autonomous learning and the requirements of its methods and learning environment. 	

SUBJECT OUTCOME	
1.8 Describe the roles of the teacher and student from an individual autonomous teaching and learning perspective	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The teachers' roles are investigated and linked to individual autonomous learning. The characteristics of a teacher for individual autonomous students are described. The responsibilities of students are described in terms of individual autonomous learning. Opinion is expressed on the characteristics needed by an individual autonomous student. 	<ul style="list-style-type: none"> Investigate and link the teachers' roles to individual autonomous learning. Describe the characteristics of a teacher for individual autonomous students. Describe the responsibilities of students in terms of individual autonomous learning. Give own opinion on the characteristics needed by an individual autonomous student.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Investigation and written report on the relevance of the link between individual autonomous learning and the requirements of the methods and learning environment. 	

Topic 2: Learning Contexts and Diversity

SUBJECT OUTCOME	
2.1 Explain the meaning of learning context and diversity	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The meaning of context analysis is described. The kind of context information needed for lesson planning is indicated. Diversity in a multi-cultural environment is identified. Guidelines are presented to integrate content in a diverse learning environment. Strategies for implementation of education for diversity are explained. 	<ul style="list-style-type: none"> Describe what is meant by context analysis. Indicate the kind of context information needed for lesson planning. Identify diversity in a multi-cultural learning environment. Present guidelines to integrate content in a diverse learning environment. Explain how education for diversity can be implemented.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Journal entry on own understanding of context analysis Written presentation of education for diversity including the kind of context information needed for lesson planning, diversity in a multi-cultural environment, integration of content in a diverse learning environment, and the implementation of education for diversity 	

SUBJECT OUTCOME	
2.2 Distinguish factors that determine the learning context	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Different aspects to be considered by teachers when information about students is needed are indicated. The meaning of social and cultural background is explained. All the aspects of development that need to be considered when planning lessons are described. Information about language as a factor that determines the learning context is analysed. The meaning of the use of appropriate learning content is explained. 	<ul style="list-style-type: none"> Indicate the different aspects to be considered by teachers when information about students is needed. Explain the meaning of social and cultural background. Describe all the aspects of development that need to be considered when planning lessons. Analyse information about language as a factor that determines the learning context. Explain what is meant by the use of appropriate learning content. Identify the criteria on which the selection of learning

<ul style="list-style-type: none"> The criteria on which the selection of learning content is based are identified. The ordering of learning content is described. 	<ul style="list-style-type: none"> Describe the ordering of learning content.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Mind-map summary of the different factors that determine the learning context 	

SUBJECT OUTCOME	
2.3 Describe mediation of learning through learning and teaching support materials	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The meaning of learning and teaching support materials is explained. The function of learning and teaching support material is described. The types of learning and teaching support materials are identified. The principles that determine the selection of learning and teaching support materials are described. An explanation is given of how learning and teaching support materials affect learning experiences. 	<ul style="list-style-type: none"> Explain the meaning of learning and teaching support materials. Describe the function of learning and teaching support materials. Identify the types of learning and teaching support materials. Describe the principles that determine the selection of learning and teaching support materials (concrete to abstract; perception) Explain how learning and teaching support materials affect learning experiences.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Investigation and report on learning and teaching support materials. 	

Topic 3: Learning Content

SUBJECT OUTCOME	
3.1 Define and explain basic theories of knowledge	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Theories are explained on the nature of knowledge and how to acquire knowledge. Theories are explained on why humans seek knowledge. Opinions are expressed on the need for knowledge. 	<ul style="list-style-type: none"> Explain the theories on the nature of knowledge and how to acquire it. Explain theories on why humans seek knowledge. Give own opinion on why knowledge is needed.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Written assignment on basic theories of knowledge including the nature of knowledge, theories of why humans seek knowledge, need for knowledge 	

SUBJECT OUTCOME	
3.2 Describe the needs of society in terms of learning content	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Society's need for literacy is explained. Economic development is described as a need of society in terms of learning content. Information technology is described as a need of society in terms of learning content. Democratisation is described as a need of society in terms of learning content. 	<ul style="list-style-type: none"> Explain society's need for literacy. Describe economic development as a need of society in terms of learning content. Describe information technology as a need of society in terms of learning content. Describe democratisation as a need of society in terms of learning content.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Written assignment based on group work and discussions 	

SUBJECT OUTCOME	
3.3 Explain the role of interests and needs of students in terms of the selection of learning content	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> An explanation of the interests and needs of students that affect the selection of learning content is provided. A description of how the experiences of students affect the selection of learning content is provided. The use of appropriate learning content is explained. Criteria for selection of learning content are identified. The ordering of selected learning content is described. 	<ul style="list-style-type: none"> Explain the interests and needs of students that affect the selection of learning content. Describe how experiences of students affect learning content selection. (Explain the role of biases) Explain what is meant by the use of appropriate learning content. Identify criteria on which the selection of learning content is based. Describe the ordering of selected learning content.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Written assignment on the relation between student interests and needs and learning content selection 	

SUBJECT OUTCOME	
3.4 Describe ways to access sources of learning content	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Printed material as sources of information are explored. Technologies are investigated as sources of information. People are identified as sources of information. 	<ul style="list-style-type: none"> Explore printed materials as sources of information. Investigate technologies as sources of information. Identify people as sources of learning content.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Written assignment based on group work 	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN ART AND SCIENCE OF TEACHING LEVEL 2

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 student's 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 during 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 is suggested:

LEVEL 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	50%	30%	20%