NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

CONCRETE STRUCTURES
NQF LEVEL 2

September 2007
CONTENTS

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 Assessment in the National Certificates (Vocational)
2 Assessment framework for vocational qualifications
   2.1 Internal continuous assessment (ICASS)
   2.2 External summative assessment (ESASS)
3 Moderation of assessment
   3.1 Internal moderation
   3.2 External moderation
4 Period of validity of internal continuous assessment (ICASS)
5 Assessor requirements
6 Types of assessment
   6.1 Baseline assessment
   6.2 Diagnostic assessment
   6.3 Formative assessment
   6.4 Summative assessment
7 Planning assessment
   7.1 Collecting evidence
   7.2 Recording
   7.3 Reporting
8 Methods of assessment
9 Instruments and tools for collecting evidence
10 Tools for assessing student performance
11 Selecting and/or designing recording and reporting systems
12 Competence descriptions
13 Strategies for collecting evidence
   13.1 Record sheets
   13.2 Checklists

SECTION C: ASSESSMENT IN CONCRETE STRUCTURES

1 Schedule of assessment
2 Recording and reporting
3 Internal assessment of Subject Outcomes in Concrete Structures – Level 2
4 Specifications for the external assessment in Concrete Structures – Level 2
   4.1 Integrated summative assessment task (ISAT)
   4.2 National examination
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 Concrete Structures 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: Concrete Structures to prepare for and deliver Concrete Structures. 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 students’ work with other students, 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 or a 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 external summative assessment (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 their 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 assuror; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised 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.

<table>
<thead>
<tr>
<th>LECTURER ASSESSMENT</th>
<th>The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-ASSESSMENT</td>
<td>Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.</td>
</tr>
<tr>
<td>PEER ASSESSMENT</td>
<td>Students assess another student or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.</td>
</tr>
<tr>
<td>GROUP ASSESSMENT</td>
<td>Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.</td>
</tr>
</tbody>
</table>

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE
All evidence collected for assessment purposes is kept or recorded in the student's Portfolio of Evidence (PoE).

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 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

<table>
<thead>
<tr>
<th></th>
<th>Observation-based (Less structured)</th>
<th>Task-based (Structured)</th>
<th>Test-based (More structured)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment instruments</strong></td>
<td>• Observation</td>
<td>• Assignments or tasks</td>
<td>• Examinations</td>
</tr>
<tr>
<td></td>
<td>• Class questions</td>
<td>• Projects</td>
<td>• Class tests</td>
</tr>
<tr>
<td></td>
<td>• Lecturer, student, parent discussions</td>
<td>• Investigations or research</td>
<td>• Practical examinations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Case studies</td>
<td>• Oral tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practical exercises</td>
<td>• Open tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Role-play</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interviews</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment tools</strong></td>
<td>• Observation sheets</td>
<td>• Checklists</td>
<td>• Marks (e.g. %)</td>
</tr>
<tr>
<td></td>
<td>• Lecturer’s notes</td>
<td>• Rating scales</td>
<td>• Rating scales (1-7)</td>
</tr>
<tr>
<td></td>
<td>• Comments</td>
<td>• Rubrics</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>• Focus on individual students</td>
<td><strong>Open middle</strong>: Students produce the same evidence but in different ways.</td>
<td>Students answer the same questions in the same way, within the same time.</td>
</tr>
<tr>
<td></td>
<td>• Subjective evidence based on lecturer observations and impressions</td>
<td><strong>Open end</strong>: Students use same process to achieve different results.</td>
<td></td>
</tr>
</tbody>
</table>

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

**Rating scales** are marking systems where a symbol (such as 1 to 7) 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. They 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. It is a different way of assessment 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 simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) 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 what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN CONCRETE STRUCTURES

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 (PoE) account for the other 50 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in Concrete Structures 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

Concrete Structures, 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.

<table>
<thead>
<tr>
<th>Scale of Achievement for the Vocational component</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RATING CODE</strong></td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

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

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task
Concrete Structures
National Certificates (Vocational)

• A record of the marks (and comments) achieved for each task
Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.
ASSESSMENT OF CONCRETE STRUCTURES

LEVEL 2
3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN CONCRETE STRUCTURES – LEVEL 2

Topic 1: Explain the Composition of Concrete

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Describe materials used for concrete and mix concrete.</td>
</tr>
<tr>
<td>Materials used to mix concrete are described.</td>
<td></td>
<td>Describe materials used for mixing concrete.</td>
</tr>
<tr>
<td>Range: Fine aggregates, coarse aggregates, water and cement</td>
<td></td>
<td>Range: Fine aggregates, coarse aggregates, water and cement</td>
</tr>
<tr>
<td>Methods for mixing concrete are explained.</td>
<td></td>
<td>Explain methods for mixing concrete.</td>
</tr>
<tr>
<td>Properties of concrete are explained.</td>
<td></td>
<td>Explain properties of concrete.</td>
</tr>
<tr>
<td>Various common mixes of concrete are explained.</td>
<td></td>
<td>Explain various common mixes of concrete.</td>
</tr>
<tr>
<td>Methods of batching are explained.</td>
<td></td>
<td>Explain methods of batching.</td>
</tr>
<tr>
<td>Concrete is mixed using different methods of mixing.</td>
<td></td>
<td>Perform concrete using different methods of mixing.</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES

Assessment will be as follows but is not restricted to:

- **OBSERVATION BASED**
  - Observation
  - Class questions
  - Lecturer and student discussions

- **TASK BASED**
  - Assignments or tasks
  - Projects
  - Practical exercises
  - Demonstrations
  - Role-play

- **TEST BASED**
  - Written examinations
  - Class tests
  - Practical examinations
  - Oral tests

Topic 2: Erect Purpose-made Circular Steel Formwork

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Erect steel shuttering for a purpose-made circular steel formwork.</td>
</tr>
<tr>
<td>Position of column is set out according to the drawing.</td>
<td></td>
<td>Set out position of column according to the drawing.</td>
</tr>
<tr>
<td>Reinforcement is placed in position.</td>
<td></td>
<td>Place the reinforcement in position.</td>
</tr>
<tr>
<td>Stays are used to erect plumb formwork.</td>
<td></td>
<td>Use stays to erect plumb formwork.</td>
</tr>
<tr>
<td>An adequate cover block is tied to the steel reinforcement to ensure that the reinforcement is uniformly covered.</td>
<td></td>
<td>Tie an adequate cover block to the steel reinforcement to ensure that the reinforcement is uniformly covered.</td>
</tr>
<tr>
<td>Range: Cover block of 40 mm</td>
<td></td>
<td>Range: Cover block of 40 mm</td>
</tr>
<tr>
<td>A sufficient number of clips and wedges are placed to secure the formwork.</td>
<td></td>
<td>Place clips and wedges in sufficient numbers to secure the formwork.</td>
</tr>
<tr>
<td>The interior area of the column is cleaned.</td>
<td></td>
<td>Ensure that the interior area of the column is clean.</td>
</tr>
<tr>
<td>The height of the column is determined using a concrete depth gauge rod.</td>
<td></td>
<td>Determine the height of the column using a concrete depth gauge rod.</td>
</tr>
<tr>
<td>Dimensions are checked to conform to specifications.</td>
<td></td>
<td>Ensure that all dimensions conform to specifications.</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES

Assessment will be as follows but is not restricted to:

- **OBSERVATION BASED**
  - Observation
  - Class questions
  - Lecturer and student discussions

- **TASK BASED**
  - Assignments or tasks
  - Projects
  - Practical exercises
  - Demonstrations
  - Role-play

- **TEST BASED**
  - Written examinations
  - Class tests
  - Practical examinations
  - Oral tests
### Topic 3: Erect Steel Formwork for Walls

**SUBJECT OUTCOME**

Set out and erect steel formwork for the wall according to drawing.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The wall is set out according to drawing specifications.</td>
<td>• Set out the wall according to the drawing specifications.</td>
</tr>
<tr>
<td>• The steel reinforcement is placed in position.</td>
<td>• Place the steel reinforcement in position.</td>
</tr>
<tr>
<td>• The walls of the formwork are aligned and plumbed.</td>
<td>• Align and plumb the walls of the formwork.</td>
</tr>
<tr>
<td>• Tubular whalers are used on the formwork according to the drawing.</td>
<td>• Use tubular whalers on the formwork according to the drawing specifications.</td>
</tr>
<tr>
<td>• The positions of the stop-end and adjustable stays are secured and keys and wedges are tightened.</td>
<td>• Secure position of the stop-end and adjustable stays and tighten keys and wedges.</td>
</tr>
<tr>
<td>• Adequate cover blocks are tied to the steel reinforcement to ensure that the reinforcement is uniformly covered.</td>
<td>• Tie adequate cover blocks to the steel reinforcement to ensure that the reinforcement is uniformly covered.</td>
</tr>
<tr>
<td>• The height of the proposed wall is marked on the inside of the formwork with a depth gauge batten.</td>
<td>Range: Blocks of 40 mm</td>
</tr>
<tr>
<td>• Ferrules on both sides of the wall structure are secured.</td>
<td>• Mark the height of the proposed wall on the inside of the formwork with a depth gauge batten.</td>
</tr>
<tr>
<td>• Adequate cover blocks are tied to the steel reinforcement to ensure that the reinforcement is uniformly covered.</td>
<td>• Secure ferrules on both sides of the wall structure.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

Assessment will be as follows but is not restricted to:

- **OBSERVATION BASED**
  - Observation
  - Class questions
  - Lecturer and student discussions

- **TASK BASED**
  - Assignments or tasks
  - Projects
  - Practical exercises
  - Demonstrations
  - Role-play

- **TEST BASED**
  - Written examinations
  - Class tests
  - Practical examinations
  - Oral tests

### Topic 4: Prepare and Erect Timber Formwork for a Rectangular Column

**SUBJECT OUTCOME**

Prepare the work area and set out, construct and erect timber formwork for a rectangular column.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The position of the column is set out according to the drawing and starter cast.</td>
<td>• Set out the position of the column according to the drawing and starter cast.</td>
</tr>
<tr>
<td>• The steel reinforcement is placed in position.</td>
<td>• Place the steel reinforcement in position.</td>
</tr>
<tr>
<td>• Adequate cover blocks are tied to the steel reinforcement to ensure that the reinforcement is uniformly covered. <strong>Range:</strong> Blocks of 40 mm</td>
<td>• Tie adequate cover blocks to the steel reinforcement to ensure that reinforcement is uniformly covered. <strong>Range:</strong> Blocks of 40 mm</td>
</tr>
<tr>
<td>• Stays and cleats are used to erect the formwork and column clamps are tightened</td>
<td>• Use stays and adequate cleats to erect formwork.</td>
</tr>
<tr>
<td>• The column box is plumbed and squared and the sides of the column or box are fixed parallel to the sides of the slab.</td>
<td>• Tighten column clamps.</td>
</tr>
<tr>
<td>• The height of the column is marked on the inside of the box using a nail marker.</td>
<td>• Plumb and square the column box.</td>
</tr>
<tr>
<td>• The interior of the formwork is cleared of debris.</td>
<td>• Fix the sides of the column or box parallel to the sides of the slab.</td>
</tr>
<tr>
<td>• Ensure that the interior of the formwork is free of debris.</td>
<td>• Mark the height of the column on the inside of the box using a nail marker.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

Assessment will be as follows but is not restricted to:

- **OBSERVATION BASED**
  - Observation
  - Class questions
  - Lecturer and student discussions

- **TASK BASED**
  - Assignments or tasks
  - Projects
  - Practical exercises
  - Demonstrations
  - Role-play

- **TEST BASED**
  - Written examinations
  - Class tests
  - Practical examinations
  - Oral tests
### Topic 5: Prepare and Erect Timber Formwork for L-Shape Walls

#### SUBJECT OUTCOME
Prepare the work area and set out, construct and erect timber formwork for L-shape walls.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The walls are set out according to the drawing.</td>
<td>• Set out the walls according to the drawing.</td>
</tr>
<tr>
<td>• A concrete starter is cast.</td>
<td>• Cast a concrete starter.</td>
</tr>
<tr>
<td>• The timber formwork is constructed and erected according to the drawing.</td>
<td>• Construct and erect the timber formwork according to the drawing.</td>
</tr>
<tr>
<td>• The steel is placed in position.</td>
<td>• Place the steel in position.</td>
</tr>
<tr>
<td>• Adequate cover blocks are tied to the steel reinforcement to ensure that the reinforcement is uniformly covered.</td>
<td>• Tie adequate cover blocks of 40 mm to the steel reinforcement to ensure that the reinforcement is uniformly covered.</td>
</tr>
<tr>
<td><em>Range: Blocks of 40 mm</em></td>
<td></td>
</tr>
<tr>
<td>• The formwork is made up and firmly supported and braced.</td>
<td>• Make up the formwork and firmly support and brace it.</td>
</tr>
<tr>
<td>• Adequate spacers are fitted and the ferrules are tightened.</td>
<td>• Fit adequate spacers and tighten ferrules.</td>
</tr>
<tr>
<td>• The formwork is plumbed.</td>
<td>• Plumb the formwork.</td>
</tr>
<tr>
<td>• The stop-end is fixed and plumbed in position.</td>
<td>• Fix and plumb the stop-end in position.</td>
</tr>
<tr>
<td>• The corner is verified to be true 90°.</td>
<td>• Make sure that the corner is true 90°.</td>
</tr>
<tr>
<td>• The sides of the formwork are fixed parallel to the sides of the slab.</td>
<td>• Fix the sides of the formwork parallel to the sides of the slab.</td>
</tr>
<tr>
<td>• The interior of the formwork is cleared of debris.</td>
<td>• Clear the interior of the formwork of debris.</td>
</tr>
<tr>
<td>• The height of the proposed concrete is marked on the inside of the formwork with nails at 800 mm centres.</td>
<td>• Mark the height of the proposed concrete on the inside of the formwork with nails at 800 mm centres.</td>
</tr>
</tbody>
</table>

#### ASSESSMENT TASKS OR ACTIVITIES

Assessment will be as follows but is not restricted to:

- **OBSERVATION BASED**
  - Observation
  - Class questions
  - Lecturer and student discussions

- **TASK BASED**
  - Assignments or tasks
  - Projects
  - Practical exercises
  - Demonstrations
  - Role-play

- **TEST BASED**
  - Written examinations
  - Class tests
  - Practical examinations
  - Oral tests

### Topic 6: Procure Materials, Tools and Equipment

#### SUBJECT OUTCOME
Measure and order correct materials, tools and equipment for concrete work.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The correct measuring and ordering of materials for concrete work is explained and performed.</td>
<td></td>
</tr>
<tr>
<td>• Tools and equipment are stored according to housekeeping requirements.</td>
<td></td>
</tr>
<tr>
<td>• Health and safety requirements are adhered to.</td>
<td></td>
</tr>
</tbody>
</table>
## ASSESSMENT TASKS OR ACTIVITIES

Assessment will be as follows but not restricted to:

- **OBSERVATION BASED**
  - Observation
  - Class questions
  - Lecturer and student discussions

- **TASK BASED**
  - Assignments or tasks
  - Projects
  - Practical exercises
  - Demonstrations
  - Role-play
4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN CONCRETE STRUCTURES – 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 students’ 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 throughout 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 should be followed:

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>KNOWLEDGE AND COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS, SYNTHESIS AND EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>50%</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>