



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **ASSESSMENT GUIDELINES**

### **CONSTRUCTION MASONRY AND TILING NQF LEVEL 2**

September 2007



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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 Construction Masonry and Tiling 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: Construction Masonry and Tiling* to prepare for and deliver Construction Masonry and Tiling. 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 assessor; 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.

<b>LECTURER ASSESSMENT</b>	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>SELF-ASSESSMENT</b>	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
<b>PEER ASSESSMENT</b>	Students assess another student or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>GROUP ASSESSMENT</b>	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 (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		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
<b>Assessment instruments</b>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Class questions</li> <li>• Lecturer, student, parent discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments or tasks</li> <li>• Projects</li> <li>• Investigations or research</li> <li>• Case studies</li> <li>• Practical exercises</li> <li>• Demonstrations</li> <li>• Role-play</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Class tests</li> <li>• Practical examinations</li> <li>• Oral tests</li> <li>• Open-book tests</li> </ul>
<b>Assessment tools</b>	<ul style="list-style-type: none"> <li>• Observation sheets</li> <li>• Lecturer's notes</li> <li>• Comments</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rating scales</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Marks (e.g. %)</li> <li>• Rating scales (1-7)</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Focus on individual students</li> <li>• Subjective evidence based on lecturer observations and impressions</li> </ul>	<p><b>Open middle:</b> Students produce the same evidence but in different ways.</p> <p><b>Open end:</b> 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 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 CONSTRUCTION MASONRY AND TILING

### 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 Construction Masonry and Tiling 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

Construction Masonry and Tiling, 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 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

- 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  
CONSTRUCTION MASONRY AND TILING  
LEVEL 2**

### 3 ASSESSMENT OF SUBJECT OUTCOMES IN CONSTRUCTION MASONRY AND TILING LEVEL 2

#### Topic 1: Set Out and Prepare Construction Masonry Work Area

SUBJECT OUTCOME	
Prepare work area and select, use and maintain tools, equipment and machinery.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Appropriate tools, equipment and materials for masonry work are selected.</li> <li>Tools, equipment and materials are used to complete masonry work within specified timeframes.</li> <li>Clean and neat work areas are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate tools, equipment and materials.</li> <li>Use tools, equipment and materials to complete masonry work within specified timeframes.</li> <li>Maintain neat and clean work area.</li> </ul>

ASSESSMENT ACTIVITIES FOR TOPIC 1		
Assessment will be as follows but is not restricted to:		
<ul style="list-style-type: none"> <li><b>OBSERVATION BASED</b> <ul style="list-style-type: none"> <li>Observation</li> <li>Class questions</li> <li>Lecturer and student discussions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>TASK BASED</b> <ul style="list-style-type: none"> <li>Assignments or tasks</li> <li>Projects</li> <li>Practical exercises</li> <li>Demonstrations</li> <li>Role-play</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>TEST BASED</b> <ul style="list-style-type: none"> <li>Written examinations</li> <li>Class tests</li> <li>Practical examinations</li> <li>Oral tests</li> </ul> </li> </ul>

#### Topic 2: Mix Mortar and Lay a Half-brick and a One-brick Wall in Stretcher Bond

SUBJECT OUTCOME	
Mix mortar.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>A batch of cement, lime and building sand is measured using builders' buckets. <i>Range: Mixing ratio 1 lime:5 building sand</i></li> <li>The dry material is thoroughly mixed.</li> <li>Water is added and a batch of mortar is mixed to the consistency required for bricklaying.</li> </ul>	<ul style="list-style-type: none"> <li>Measure a batch of cement, lime and building sand using builders' buckets. <i>Range: Mixing ratio 1 lime:5 building sand</i></li> <li>Mix the dry material thoroughly.</li> <li>Add water and mix a batch of mortar to the consistency required for bricklaying.</li> </ul>

SUBJECT OUTCOME	
Lay a half-brick and a one-brick wall in stretcher bond between columns or profiles.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>The gauge on the columns or profiles is marked at an appropriate level from the floor. <i>Range: Gauge 85 mm</i></li> <li>A half-brick and a one-brick wall are laid in stretcher bond between columns or profiles.</li> <li>Plaster bricks are used to build brick work to a prescribed height in stretcher bond. <i>Range: Ten courses high and ten bricks long</i></li> <li>It is verified that the face of the wall is flat and the joints and perps are full and flush.</li> <li>The brick work is plumbed and levelled.</li> </ul>	<ul style="list-style-type: none"> <li>Mark the gauge on the columns or profiles at an appropriate level from the floor. <i>Range: Gauge 85 mm</i></li> <li>Lay a half-brick and a one-brick wall in stretcher bond between columns or profiles.</li> <li>Use plaster bricks and build brick work to a prescribed height in stretcher bond. <i>Range: Ten courses high and ten bricks long</i></li> <li>Ensure that the face of the wall is flat and the joints and perps are full and flush.</li> <li>Plumb and level the brick work.</li> </ul>

ASSESSMENT ACTIVITIES FOR TOPIC 2		
Assessment will be as follows but is not restricted to:		
<ul style="list-style-type: none"> <li><b>OBSERVATION BASED</b> <ul style="list-style-type: none"> <li>Observation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>TASK BASED</b> <ul style="list-style-type: none"> <li>Assignments or tasks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>TEST BASED</b> <ul style="list-style-type: none"> <li>Written examinations</li> </ul> </li> </ul>

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|---|--|---|
| <ul style="list-style-type: none"> <li>▪ Class questions</li> <li>▪ Lecturer and student discussions</li> </ul> | <ul style="list-style-type: none"> <li>▪ Projects</li> <li>▪ Practical exercises</li> <li>▪ Demonstrations</li> <li>▪ Role-play</li> </ul> | <ul style="list-style-type: none"> <li>▪ Class tests</li> <li>▪ Practical examinations</li> <li>▪ Oral tests</li> </ul> |
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### Topic 3: Set Out, Excavate and Cast Concrete Strip Foundations and Build Foundation Walling

SUBJECT OUTCOME	
<b>Prepare site and set out building foundations.</b>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Debris is cleared and the building site is levelled.</li> <li>• The foundation lines are accurately transferred to the ground.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear all debris and level the building site.</li> <li>• Transfer foundation lines accurately to the ground.</li> </ul>

SUBJECT OUTCOME	
<b>Evaluate foundation trenches and evaluate and report on soil conditions.</b>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Trenches are excavated in accordance with specified dimensions and building regulations.</li> <li>• Precautions are taken for soft and hard spots and trenches are checked for surface water.</li> <li>• Reinforcement is installed where required.</li> </ul>	<ul style="list-style-type: none"> <li>• Excavate trenches in accordance with specified dimensions and building regulations.</li> <li>• Take precautions for soft and hard spots and ensure trenches are free of surface water.</li> <li>• Install reinforcement where required.</li> </ul>

SUBJECT OUTCOME	
<b>Install level pegs and step foundations where required.</b>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• It is verified that the difference in levels in the step foundation is equal to the number of courses required.</li> <li>• Pegs are installed level and to the correct height.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the difference in levels in the step foundation is equal to the number of courses required.</li> <li>• Install pegs level and to the correct height.</li> </ul>

SUBJECT OUTCOME	
<b>Mix, cast and level concrete and introduce steps.</b>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Correct masonry bond and mortar ratios are applied.</li> <li>• Concrete is levelled to the tops of the pegs.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply correct masonry bond and mortar ratios.</li> <li>• Level concrete to the tops of the pegs.</li> </ul>

SUBJECT OUTCOME	
<b>Build and finish foundation walls up to damp proof course.</b>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• The foundation wall is built with plaster bricks on the centre of the strip foundation. <i>Range: Foundation walls include solid and cavity construction in hollow or solid masonry units.</i></li> <li>• The damp proof course is laid, fully lapped at the corners, at the appropriate level above ground level. <i>Range: Above ground level at 150 mm</i></li> <li>• The correct gauge is applied according to specifications, starting at the strip foundation.</li> <li>• The walls are checked to be straight, flat, level and plumb.</li> <li>• Safety requirements are adhered to.</li> </ul>	<ul style="list-style-type: none"> <li>• Build the foundation wall with plaster bricks on the centre of the strip foundation. <i>Range: Foundation walls include solid and cavity construction in hollow or solid masonry units.</i></li> <li>• Lay the damp proof course, fully lapped at the corners, at the appropriate level above ground level. <i>Range: Above ground level at 150 mm</i></li> <li>• Apply the correct gauge according to specifications, starting at the strip foundation.</li> <li>• Ensure the walls are straight, flat, level and plumb.</li> <li>• Adhere to safety requirements.</li> </ul>

**ASSESSMENT ACTIVITIES FOR TOPIC 3**

Assessment will be as follows but is not restricted to:

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• <b>OBSERVATION BASED</b> <ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Class questions</li> <li>▪ Lecturer and student discussions</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>TASK BASED</b> <ul style="list-style-type: none"> <li>▪ Assignments or tasks</li> <li>▪ Projects</li> <li>▪ Practical exercises</li> <li>▪ Demonstrations</li> <li>▪ Role-play</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>TEST BASED</b> <ul style="list-style-type: none"> <li>▪ Written examinations</li> <li>▪ Class tests</li> <li>▪ Practical examinations</li> <li>▪ Oral tests</li> </ul> </li> </ul> |
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**Topic 4: Build Masonry Superstructures Using Solid Units**

**SUBJECT OUTCOME**

**Prepare work area and select, use and maintain tools, equipment and materials.**

<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Appropriate tools, equipment and material are selected.</li> <li>• Tools, equipment and materials are used and maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate tools, equipment and materials.</li> <li>• Use and maintain tools, equipment and materials.</li> </ul>

**SUBJECT OUTCOME**

**Set up vertical profiles and set out walls.**

<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Vertical profiles are set up plumb in line and level.</li> <li>• Profiles are marked off according to predetermined course heights.</li> <li>• Damp proof course is installed and doorframes and window frames are set out.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up vertical profiles plumb, in line and level.</li> <li>• Mark off profiles according to predetermined course heights.</li> <li>• Install damp proof course and set out doorframes and window frames.</li> </ul>

**SUBJECT OUTCOME**

**Build walls and install door and window frames.**

<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Door and window frames are installed plumb and level to the correct height.</li> <li>• Walls are built plumb in line and level.</li> <li>• Horizontal reinforcement is installed to accommodate specified movement and strength requirements.</li> <li>• Roof ties are inserted where required.</li> <li>• Internal sill is built with quarry tiles.</li> <li>• External sill is built with brick and edge.</li> <li>• Beam filling is installed.</li> <li>• Walls are built according to building plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Install door and window frames plumb and level to the correct height.</li> <li>• Build walls plumb, in line and level.</li> <li>• Install horizontal reinforcement to accommodate specified movement and strength requirements.</li> <li>• Insert roof ties where required.</li> <li>• Build internal sill with quarry tiles.</li> <li>• Build external sill with brick and edge.</li> <li>• Install beam filling.</li> <li>• Build walls according to building plan.</li> </ul>

**ASSESSMENT ACTIVITIES FOR TOPIC 4**

Assessment will be as follows but is not restricted to:

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• <b>OBSERVATION BASED</b> <ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Class questions</li> <li>▪ Lecturer and student discussions</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>TASK BASED</b> <ul style="list-style-type: none"> <li>▪ Assignments or tasks</li> <li>▪ Projects</li> <li>▪ Practical exercises</li> <li>▪ Demonstrations</li> <li>▪ Role-play</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>TEST BASED</b> <ul style="list-style-type: none"> <li>▪ Written examinations</li> <li>▪ Class tests</li> <li>▪ Practical examinations</li> <li>▪ Oral tests</li> </ul> </li> </ul> |
|--|---|--|

### Topic 5: Prepare for Plastering

SUBJECT OUTCOME	
Identify and prepare work area and select, use and maintain tools.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Correct work area is identified according to drawings.</li> <li>• Appropriate tools, equipment and material are selected.</li> <li>• Work area is measured and set out.</li> <li>• Protrusions, dust and dirt are removed.</li> <li>• Plaster, screed and granolithic are mixed.</li> <li>• Tools, equipment and materials are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify correct work area according to drawings.</li> <li>• Select appropriate tools, equipment and materials.</li> <li>• Measure and set out work area.</li> <li>• Remove protrusions, dust and dirt.</li> <li>• Mix plaster, screed and granolithic.</li> <li>• Maintain tools, equipment and materials.</li> </ul>

ASSESSMENT ACTIVITIES FOR TOPIC 5		
Assessment will be as follows but is not restricted to:		
<ul style="list-style-type: none"> <li>• <b>OBSERVATION BASED</b> <ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Class questions</li> <li>▪ Lecturer and student discussions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>TASK BASED</b> <ul style="list-style-type: none"> <li>▪ Assignments or tasks</li> <li>▪ Projects</li> <li>▪ Practical exercises</li> <li>▪ Demonstrations</li> <li>▪ Role-play</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>TEST BASED</b> <ul style="list-style-type: none"> <li>▪ Written examinations</li> <li>▪ Class tests</li> <li>▪ Practical examinations</li> <li>▪ Oral tests</li> </ul> </li> </ul>

### Topic 6: Apply Plaster to Surfaces

SUBJECT OUTCOME	
Plaster walls and other surfaces.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Plaster screed is applied to entire wall and column surfaces according to line and level specifications.</li> <li>• Reveals and sills are plastered.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply plaster screed to entire wall and column surfaces according to line and level specifications.</li> <li>• Plaster reveals and sills.</li> </ul>

SUBJECT OUTCOME	
Repair cracked and damaged plaster.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Plaster cracks are cut out and filled with mortar.</li> <li>• Damaged plaster is identified, cut out, removed and repaired with mortar.</li> <li>• Rough cast plaster wall is repaired to match the existing plaster finish.</li> </ul>	<ul style="list-style-type: none"> <li>• Cut out and fill plaster cracks with mortar.</li> <li>• Identify, cut out, remove and repair damaged plaster with mortar.</li> <li>• Repair rough cast plaster wall to match the existing plaster finish.</li> </ul>

ASSESSMENT ACTIVITIES FOR TOPIC 6		
Assessment will be as follows but is not restricted to:		
<ul style="list-style-type: none"> <li>• <b>OBSERVATION BASED</b> <ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Class questions</li> <li>▪ Lecturer and student discussions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>TASK BASED</b> <ul style="list-style-type: none"> <li>▪ Assignments or tasks</li> <li>▪ Projects</li> <li>▪ Practical exercises</li> <li>▪ Demonstrations</li> <li>▪ Role-play</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>TEST BASED</b> <ul style="list-style-type: none"> <li>▪ Written examinations</li> <li>▪ Class tests</li> <li>▪ Practical examinations</li> <li>▪ Oral tests</li> </ul> </li> </ul>

### Topic 7: Plan and Prepare to Tile

SUBJECT OUTCOME
Set out work for tiling.

ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>Work area is measured and set out according to drawings and specifications.</li> </ul>	<ul style="list-style-type: none"> <li>Measure and set out work area according to drawings and specifications.</li> </ul>

SUBJECT OUTCOME	
Prepare work surfaces for tiling.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Protrusions are removed.</li> <li>Correct materials, tools and equipment are used.</li> <li>Surface cracks and defects are identified and corrected.</li> <li>Levels and lines are corrected.</li> <li>Dust and dirt is removed.</li> <li>Adhesive and grout is mixed.</li> </ul>	<ul style="list-style-type: none"> <li>Remove protrusions.</li> <li>Use correct materials, tools and equipment.</li> <li>Identify and correct surface cracks and defects.</li> <li>Correct levels and lines.</li> <li>Remove dust and dirt.</li> <li>Mix adhesive and grout.</li> </ul>

ASSESSMENT ACTIVITIES FOR TOPIC 7		
Assessment will be as follows but is not restricted to:		
<ul style="list-style-type: none"> <li><b>OBSERVATION BASED</b> <ul style="list-style-type: none"> <li>Observation</li> <li>Class questions</li> <li>Lecturer and student discussions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>TASK BASED</b> <ul style="list-style-type: none"> <li>Assignments or tasks</li> <li>Projects</li> <li>Practical exercises</li> <li>Demonstrations</li> <li>Role-play</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>TEST BASED</b> <ul style="list-style-type: none"> <li>Written examinations</li> <li>Class tests</li> <li>Practical examinations</li> <li>Oral tests</li> </ul> </li> </ul>

### Topic 8: Apply Tiles to Plastered Surface

SUBJECT OUTCOME	
Tile plastered walls and columns.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Tiles are cut and applied with adhesive to plastered walls and columns.</li> <li>Gaps between tiles are grouted with tile grout.</li> <li>The tiled surface is cleaned</li> </ul>	<ul style="list-style-type: none"> <li>Cut and apply tiles with adhesive to plastered walls and columns.</li> <li>Grout gaps between tiles with tile grout.</li> <li>Clean the tiled surface.</li> </ul>

SUBJECT OUTCOME	
Tile around a bath.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Tiles are applied to surface around a bath.</li> <li>Tiles are cut neatly around the bath.</li> <li>Gaps between tiles are filled with tile grout.</li> </ul>	<ul style="list-style-type: none"> <li>Apply tiles to surface around a bath.</li> <li>Neatly cut tiles around the bath.</li> <li>Fill gaps between tiles with tile grout.</li> </ul>

SUBJECT OUTCOME	
Tile around an attached pier.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Tiles are applied with adhesive to the front-projecting surface of a pier.</li> <li>Gaps between the tiles are filled with tile grout.</li> <li>The tiled surfaces are cleaned.</li> <li>Floor screed is prepared and tiles are applied with adhesive.</li> <li>Cut tiles are equally spaced along the perimeter of the floor.</li> </ul>	<ul style="list-style-type: none"> <li>Apply tiles with adhesive to the front-projecting surface of a pier.</li> <li>Fill gaps between tiles with tile grout.</li> <li>Clean the tiled surfaces.</li> <li>Prepare floor screed and apply tiles with adhesive.</li> <li>Equally space cut tiles along the perimeter of the floor.</li> </ul>



SUBJECT OUTCOME	
Lay tiles to screed floor.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Floor screeds are prepared and tiles are applied with adhesive.</li> <li>• Cut tiles are equally spaced along the perimeter of the floor.</li> <li>• Tiles are laid on concrete steps.</li> <li>• Risers and screed treads of steps are plastered.</li> <li>• Bull nose tiles are applied using slush (cement or water) paste.</li> <li>• Joints are tightly butt between treads and risers.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare floor screeds and apply tiles with adhesive.</li> <li>• Equally space cut tiles along the perimeter of the floor.</li> <li>• Lay tiles on concrete steps.</li> <li>• Plaster risers and screed treads of steps.</li> <li>• Apply bull nose tiles using slush (cement or water) paste.</li> <li>• Tightly butt joint between treads and risers.</li> </ul>

ASSESSMENT ACTIVITIES FOR TOPIC 8			
<p>Assessment will be as follows but is not restricted to:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> <li>• <b>OBSERVATION BASED</b> <ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Class questions</li> <li>▪ Lecturer and student discussions</li> </ul> </li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> <li>• <b>TASK BASED</b> <ul style="list-style-type: none"> <li>▪ Assignments or tasks</li> <li>▪ Projects</li> <li>▪ Practical exercises</li> <li>▪ Demonstrations</li> <li>▪ Role-play</li> </ul> </li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> <li>• <b>TEST BASED</b> <ul style="list-style-type: none"> <li>▪ Written examinations</li> <li>▪ Class tests</li> <li>▪ Practical examinations</li> <li>▪ Oral tests</li> </ul> </li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• <b>OBSERVATION BASED</b> <ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Class questions</li> <li>▪ Lecturer and student discussions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>TASK BASED</b> <ul style="list-style-type: none"> <li>▪ Assignments or tasks</li> <li>▪ Projects</li> <li>▪ Practical exercises</li> <li>▪ Demonstrations</li> <li>▪ Role-play</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>TEST BASED</b> <ul style="list-style-type: none"> <li>▪ Written examinations</li> <li>▪ Class tests</li> <li>▪ Practical examinations</li> <li>▪ Oral tests</li> </ul> </li> </ul>
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#### 4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN CONSTRUCTION MASONRY AND TILING – 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:

<b>LEVEL 2</b>	<b>KNOWLEDGE AND COMPREHENSION</b>	<b>APPLICATION</b>	<b>ANALYSIS, SYNTHESIS AND EVALUATION</b>
	40%	50%	10%