NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

CONSTRUCTION MASONRY AND TILING
NQF Level 3

September 2007
CONSTRUCTION MASONRY AND TILING– LEVEL 3

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 CONSTRUCTION MASONRY AND TILING

1 Schedule of assessment
2 Recording and reporting
3 Internal assessment of Subject Outcomes in Construction Masonry and Tiling - Level 3
4 Specifications for external assessment in Construction Masonry and Tiling - Level 3
   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 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 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’s 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.

<table>
<thead>
<tr>
<th>METHODS FOR COLLECTING EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation-based</strong> (Less structured)</td>
</tr>
<tr>
<td>Assessment instruments</td>
</tr>
<tr>
<td>• Observation</td>
</tr>
<tr>
<td>• Class questions</td>
</tr>
<tr>
<td>• Lecturer, student, parent discussions</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Assessment tools</td>
</tr>
<tr>
<td>• Observation sheets</td>
</tr>
<tr>
<td>• Lecturer’s notes</td>
</tr>
<tr>
<td>• Comments</td>
</tr>
<tr>
<td>Evidence</td>
</tr>
<tr>
<td>• Focus on individual students</td>
</tr>
<tr>
<td>• Subjective evidence based on lecturer observations and impressions</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. 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. Using rubrics is 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 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

<table>
<thead>
<tr>
<th>RATING CODE</th>
<th>RATING</th>
<th>MARKS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding</td>
<td>80-100</td>
</tr>
<tr>
<td>4</td>
<td>Highly competent</td>
<td>70-79</td>
</tr>
<tr>
<td>3</td>
<td>Competent</td>
<td>50-69</td>
</tr>
<tr>
<td>2</td>
<td>Not yet competent</td>
<td>40-49</td>
</tr>
<tr>
<td>1</td>
<td>Not achieved</td>
<td>0-39</td>
</tr>
</tbody>
</table>
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 (PoE), its exact location must be recorded and it must be readily available for moderation purposes.
ASSESSMENT OF CONSTRUCTION MASONRY AND TILING

LEVEL 3
### Topic 1: Plan and prepare a construction masonry work area

#### SUBJECT OUTCOME

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Plan and prepare the work area according to drawings and specifications</strong></td>
<td>Specifications and other notes as specified in building plans and activities are identified and explained in terms of work requirements</td>
<td>Identify and explain specifications and other notes in terms of work requirements as specified in building plans and activities</td>
</tr>
<tr>
<td></td>
<td>Symbols and abbreviations in various components of masonry are interpreted in terms of functions and meanings&lt;br&gt;Range: ordinary brick, face bricks, stonework, plaster, tiles, glass bricks, etc as required in decorations</td>
<td>Interpret symbols and abbreviations in terms of their functions and meanings in various components of masonry&lt;br&gt;Range: ordinary brick, face bricks, stonework, plaster, tiles, glass bricks, etc as required in decorations</td>
</tr>
<tr>
<td></td>
<td>Layout are interpreted in terms of different views shown</td>
<td>Interpret layout in terms of different views shown</td>
</tr>
</tbody>
</table>

#### SUBJECT OUTCOME

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.2 Set out and prepare construction masonry work area.</strong></td>
<td>Appropriate tools, equipment and materials are selected and functionality is ensured</td>
<td>Select appropriate tools, equipment and materials and ensure its functionality.</td>
</tr>
<tr>
<td></td>
<td>Measurements are taken prior to work</td>
<td>Complete necessary measurements prior to work</td>
</tr>
<tr>
<td></td>
<td>Masonry work area is set out using appropriate tools</td>
<td>Use tools equipment and materials to set out masonry work area</td>
</tr>
<tr>
<td></td>
<td>Clean and neat work area is maintained</td>
<td>Maintain neat and clean work area</td>
</tr>
<tr>
<td></td>
<td>Tools equipment and materials are maintained</td>
<td>Maintain tools equipment and materials</td>
</tr>
</tbody>
</table>

#### ASSESSMENT TASKS OR ACTIVITIES

**TASK BASED**
- Practical Exercises
- Demonstrations
- Observations

**TEST BASED**
- Examinations
- Class Tests
- Practical Examinations
- Written Examinations
Topic 2: Build a cement block wall with a wooden door frame and a steel window frame

| SUBJECT OUTCOMES |  
|------------------|---------------------------------------------------------------|
| **2.1** Prepare work area and select, use and maintain tools, equipment and materials. | **ASSESSMENT STANDARD** | **LEARNING OUTCOME** |
| - Appropriate tools, equipment and materials are selected | - Select appropriate tools, equipment and materials |

| SUBJECT OUTCOMES |  
|------------------|----------------------------------------------|
| **2.2** Set up vertical profiles and set out walls | **ASSESSMENT STANDARD** | **LEARNING OUTCOME** |
| - Tools equipment and materials are correctly used. | - Use tools, equipment and materials correctly. |
| - Vertical profiles to plumb, line and Lever are set up | - Set up vertical profiles to plumb, line and lever |
| - Profiles are marked off in accordance with predetermined courses height | - Mark off profiles in accordance with predetermined courses height |
| - Damp proof course is installed door frames and window frames are set out. | - Install damp proof course, set out door frames and window frames. |

| SUBJECT OUTCOMES |  
|------------------|----------------------------------------------|
| **2.3** Build walls, install door frames and build in window frames. | **ASSESSMENT STANDARD** | **LEARNING OUTCOME** |
| - Door and window frames are installed plumb and level | - Install door and window frames plumb and level |
| - Walls are built plumb and level | - Build walls plumb and level |
| - Horizontal brick force is installed to accommodate specified movement and strength requirements | - Install horizontal brick force to accommodate specified movement and strength requirements |
| - Roof wires are inserted where required | - Insert roof wires where required |
| - Internal sill is built with quarry tile | - Build internal sill with quarry tile |
| - External sill is built with brick on edge | - Build external sill with brick on edge |
| - Beam filling is installed | - Install beam filling |
| - Walls are built according to building plan | - Build walls according to building plan |

**ASSESSMENT TASKS OR ACTIVITIES**

- Practical Exercises
- Demonstrations
- Observations

**TEST BASED**

- Examinations
- Class Tests
- Practical Examinations
- Written Examinations
### Topic 3: Build decorative masonry elements

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>3.1 Prepare for work activities by selecting tools and equipment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSMENT STANDARD</td>
<td>LEARNING OUTCOME</td>
</tr>
<tr>
<td>• Appropriate tools and equipment are selected for work</td>
<td>• Select appropriate tools and equipment for work</td>
</tr>
<tr>
<td>• Functionality of tools is ensured</td>
<td>• Ensure tools are functional</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>3.2 Identify materials and determine required quantities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSMENT STANDARD</td>
<td>LEARNING OUTCOME</td>
</tr>
<tr>
<td>• Material required is calculated based on measurements made</td>
<td>• Calculate material required based on measurements made</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>3.3 Build decorative elements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSMENT STANDARD</td>
<td>LEARNING OUTCOME</td>
</tr>
<tr>
<td>• A range of decorative elements is built</td>
<td>• Build range of decorative elements</td>
</tr>
<tr>
<td>• All the courses are built, level, plumb straight and square</td>
<td>• Build all the courses level, plumb straight and square</td>
</tr>
<tr>
<td>• The bricks on edge courses are built equally, level and plumb</td>
<td>• Build the bricks on edge courses equally, level and plumb</td>
</tr>
<tr>
<td>• All the exterior and interior joints are recessed square</td>
<td>• All the exterior and interior joints are recessed square</td>
</tr>
<tr>
<td>• The decorative elements are finished</td>
<td>• Finish the decorative elements</td>
</tr>
<tr>
<td>• The site and walls are cleaned after decoration</td>
<td>• Clean the site and walls after decoration</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

**TASK BASED**
- Practical Exercises
- Demonstrations
- Observations

**TEST BASED**
- Examinations
- Class Tests
- Practical Examinations
- Written Examinations
Topic 4: Build brick steps

SUBJECT OUTCOME

4.1 Build brick steps.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps are constructed in face brick from the top down</td>
<td>Construct steps in face brick from the top down</td>
</tr>
<tr>
<td>A riser wall is erected in stretcher bond for each step</td>
<td>Erect a riser wall for each step in stretcher bond</td>
</tr>
</tbody>
</table>
| A number of steps are built  
  Range: Risers of 180mm high and 305mm deep | Build a number of steps with risers  
  Range: Risers of 180mm high and 305 mm deep |
| Balustrade walls are erected and finished off with a brick-on-edge course  
  Range: Walls 7 courses high plus brick-on edge course | Erect balustrade wall and finish off with a brick-on-edge course  
  Range: Walls 7 courses high plus brick-on edge course |
| Tread joints are struck flush | Strike tread joints flush |

ASSESSMENT TASKS OR ACTIVITIES

TASK BASED
- Practical Exercises
- Demonstrations
- Observations

TEST BASED
- Examinations
- Class Tests
- Practical Examinations
- Written Examinations

Topic 5: Apply basic business principles

SUBJECT OUTCOME

5.1 Explain how to start up a small business and apply basic business principles

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>The set up and conducting of a small masonry &amp; tiling business is described in accordance to healthy business standards</td>
<td>Describe how to set up and conduct a small business offering masonry and tiling services in accordance with healthy business standards</td>
</tr>
</tbody>
</table>
| An elementary business plan to start a masonry & tiling business is drawn up  
  Range: Name and logo for business, contact details, services rendered, start-up capital, equipment and tools, price structures, advertising, staff and staff remuneration, competitors, profit and loss | Draw up an elementary business plan to start up a small masonry and tiling business  
  Range: Name and logo for business, contact details, services rendered, start-up capital, equipment and tools, price structures, advertising, staff and staff remuneration, competitors, profit and loss |

ASSESSMENT TASKS OR ACTIVITIES

TASK BASED
- Practical Exercises
- Demonstrations
- Observations

TEST BASED
- Examinations
- Class Tests
- Practical Examinations
- Written Examinations
### SUBJECT OUTCOME

#### 5.2 Explain record keeping of business activities

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Different methods of payments by customers and related documents to record business transactions are described.</td>
<td>• Describe different methods of payments by customers and related documents to record business transactions</td>
</tr>
<tr>
<td>• The correct handling of cash flow is explained. <em>Range: Purchases of materials, payment of wages, unforeseen payments and expenses, shortage and surplus of funds</em></td>
<td>• Explain correct handling of cash flow. <em>Range: Purchases of materials, payment of wages, unforeseen payments and expenses, shortage and surplus of funds</em></td>
</tr>
</tbody>
</table>

#### ASSESSMENT TASKS OR ACTIVITIES

- **TASK BASED**
  - Practical Exercises
  - Demonstrations
  - Observations
- **TEST BASED**
  - Examinations
  - Class Tests
  - Practical Examinations
  - Written Examinations

### SUBJECT OUTCOME

#### 5.3 Explain correct procedures of dealing with customers or clients

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Professional dealing with customers and delivering of good customer services are explained. <em>Range: contact and communication with customers, planning of work activities, overlap of contracts and services offered, deadlines</em></td>
<td>• Explain professional dealing with customers and delivering of good customer services. <em>Range: contact and communication with customers, planning of work activities, overlap of contracts and services offered, deadlines</em></td>
</tr>
<tr>
<td>• Dealings with customer complaints are explained</td>
<td>• Explain how to deal with customer complaints</td>
</tr>
</tbody>
</table>

#### ASSESSMENT TASKS OR ACTIVITIES

- **TASK BASED**
  - Practical Exercises
  - Demonstrations
  - Observations
- **TEST BASED**
  - Examinations
  - Class Tests
  - Practical Examinations
  - Written Examinations
4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN CONSTRUCTION MASONRY AND TILING - LEVEL 3

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 is suggested:

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>KNOWLEDGE AND COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS, SYNTHESIS AND EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40%</td>
<td>50%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Department of Education