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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

LEARNING PSYCHOLOGY

NQF Level 2

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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 Learning Psychology 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: Learning Psychology Level 2* to prepare for and deliver *Learning Psychology*. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - economic participation; and
  - nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- ***Relevance***

To be dynamic and responsive to national development needs.

- ***Credibility***

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

- ***Coherence***

To work within a consistent framework of principles and certification.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- ***Participation***

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- ***Access***

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

- ***Progression***

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- ***Portability***

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- ***Articulation***

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

- ***Recognition of Prior Learning***

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

- ***Validity of assessments***

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

  - clearly stating the outcome to be assessed;
  - selecting the appropriate or suitable evidence;
  - matching the evidence with a compatible or appropriate method of assessment; and
  - selecting and constructing an instrument(s) of assessment.

- ***Reliability***

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore careful monitoring of assessment is vital.

- ***Fairness and transparency***

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

  - Inequality of opportunities, resources or teaching and learning approaches
  - Bias based on ethnicity, race, gender, age, disability or social class
  - Lack of clarity regarding Learning Outcome being assessed
  - Comparison of one student's work with another, based on learning styles and language

- ***Practicability and cost-effectiveness***

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally, and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

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

A compulsory component of 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 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 be customised for students who experience barriers to learning, and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational).*

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

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

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

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

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate that the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	**Task-based** (Structured)	**Test-based** (More structured)
Assessment instruments	• Observation • Class questions • Lecturer, student, parent discussions	• Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews	• Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	• Observation sheets • Lecturer's notes • Comments	• Checklists • Rating scales • Rubrics	• Marks (e.g. %) • Rating scales (1-5)
Evidence	• Focus on individual students • Subjective evidence based on lecturer observations and impressions	**Open middle**: Students produce the same evidence but in different ways. **Open end**: Students use same process to achieve different results.	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 5) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. 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 which criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN LEARNING PSYCHOLOGY LEVEL 2

1 SCHEDULE OF ASSESSMENT

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

The Portfolio of Evidence and the external assessment include practical and written components. The practical assessment in Learning Psychology 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

Learning Psychology, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

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

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

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

The college must standardise these documents.

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

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

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

The following units guide internal assessment in Learning Psychology Level 2:

NUMBER OF UNITS	ASSESSMENT	COVERAGE
2	Formal written tests	One or more completed topics
1	Internal written exam	All completed topics
3	Practical assessments	Must cover the related Subject Outcomes • Practically apply learning theory through micro-teaching • Research based on topic related to Learning Psychology and written report • Poster presentation

ASSESSMENT OF LEARNING PSYCHOLOGY

LEVEL 2

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN LEARNING PSYCHOLOGY – LEVEL 2

Topic 1: Learning Psychology and Approaches to Learning.

SUBJECT OUTCOME	
1.1 Explain the subject Learning Psychology as well as the rationale for its inclusion in the qualification	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The subject Learning Psychology is described in own words. • The rationale for studying Learning Psychology is discussed and own opinion of its inclusion in the qualification expressed. • Conditions for effective learning are explained.	• Describe the subject Learning Psychology. • Discuss the rationale for studying Learning Psychology and give own opinion of the necessity for its inclusion in the qualification. • Explain the conditions for effective learning.
ASSESSMENT TASKS OR ACTIVITIES	
• Assignment based on group discussions of the subject Learning Psychology, the rationale for studying Learning Psychology, and conditions for effective learning	

Topic 2: Brain-based Learning

SUBJECT OUTCOME	
2.1 Identify and explain the brain structure, its function, the cognitive processes and perception	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The brain structure and its function are identified and explained. • Risk factors that influence brain activity are explained. • The role of time management and its effect on human learning is explained.	• Identify and explain the brain structure and its function. • Explain the risk factors that influence brain activity. *Range: including, but not restricted to brain injury, brain chemicals such as dopamine and seratonin* • Explain the role of time management and its effect on human learning.
ASSESSMENT TASKS OR ACTIVITIES	
• Poster illustrating the structural parts of the brain and the function of each. • Mind-map of timing and its effect on human learning	

SUBJECT OUTCOME	
2.2 Identify and describe the cognitive processes and indicate their application in practice	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Readings on cognitive processes are studied and summarised. • Examples are used to explain the application of cognitive processes. • Own opinion of the cognitive processes in learning and its application in practice is expressed.	• Read about and summarise the cognitive processes. *Range: Lower order thinking and higher order thinking – Bloom's taxonomy* • Explain the application of cognitive processes by using examples. • Give own opinion of the cognitive processes in learning and how to apply it in practice.
ASSESSMENT TASKS OR ACTIVITIES	
• Diagram to summarise cognitive processes • Case studies to illustrate examples for the application of cognitive processes • Journal entry: Reflection on application of cognitive processes to learning	

SUBJECT OUTCOME	
2.3 Describe the meaning and significance of perception in learning	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The meaning of perception is described through the use of examples. • The effect of perception on learning is explained. • The reasons for perceptual problems existing are explained. • Possible solutions for perceptual problems are described.	• Describe the meaning of perception by using examples. • Explain how perception affects learning. • Explain the reasons for perceptual problems. • Describe possible solutions for perceptual problems.
ASSESSMENT TASKS OR ACTIVITIES	
• Journal entry: Description and examples of the meaning of perception • Oral presentation of effects of perception on learning; reasons and possible solutions for perceptual problems	

Topic 3: Personality and Temperament Traits

SUBJECT OUTCOME	
3.1 Define and explain key personality and temperament traits	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Personality and temperament traits are explained through the use of examples. • Personality and temperament traits are recognised and described.	• Define personality and temperament traits by using examples. • Recognise and describe personality and temperament traits.
ASSESSMENT TASKS OR ACTIVITIES	
• Journal entry: Explanation and examples of personality and temperament traits • Case studies on personality and temperament traits	

SUBJECT OUTCOME	
3.2 Recognise individual differences in personality and temperament and describe how these differences affect learning	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Individual differences in personality and temperament are explained. • The influence of individual personality differences on learning is described. • Opinions of the effect of individual differences on learning are expressed.	• Explain the individual differences in personality and temperament. • Describe how individual differences in personality and temperament influence learning. • Give own opinion of the effect of individual differences on learning.
ASSESSMENT TASKS OR ACTIVITIES	
• Report or assignment on individual differences in personality and temperament traits and their effect on learning	

SUBJECT OUTCOME	
3.3 Identify and describe the five broad factors of the basic structure of the human personality/ temperament (neuroticism, extroversion, openness, agreeableness and conscientiousness)	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The five broad factors of the basic structure of human personality are listed and described. • Own personality profile is evaluated against the five factors. • Reflection is made on the suitability of individual career path, based on the personality profile.	• List and describe the five broad factors of the basic structure of human personality/ temperament. • Evaluate own personality profile against the five factors • Reflect on suitability of individual career path, based on the personality profile.
ASSESSMENT TASKS OR ACTIVITIES	
• Journal entry: Five broad factors of basic structure of human personality/ temperament • Self-evaluation and reflection on own personality/ temperament traits	

Topic 4: Self-Awareness and its Effect on Learning.

SUBJECT OUTCOME	
4.1 Define self-concept and explain its nature	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The meaning of self-concept is defined in own words. • The relationship between self-concept and self-confidence is explained. • Ways of enhancing self-concept are identified. • Factors and resources that affect self-concept are reflected upon.	• Define the meaning of self-concept • Explain the relationship between self-concept and self-confidence. • Identify ways to enhance self-confidence. • Reflect on factors and resources that affect self-concept.
ASSESSMENT TASKS OR ACTIVITIES	
• Journal entry: Defined meaning of self-concept • Oral presentation of relationship between self-concept and self-confidence • Written report: Ways to enhance self-concept • Reflection on factors and resources that affect self-concept	

SUBJECT OUTCOME	
4.2 Define self-esteem and explain its influence on learning	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The meaning of self-esteem is explained through the use of examples. • The effects of self-esteem on learning are explained. • Ways to enhance self-esteem are explained. • Own opinion of the effect of self-esteem on learning is expressed.	• Explain the meaning of self-esteem by using examples. *Range: Self-efficacy and self-respect as components* • Explain how self-esteem affects learning. • Explain ways to enhance self-esteem. • Give own opinion of the effect of self-esteem on learning.
ASSESSMENT TASKS OR ACTIVITIES	
• Journal entry: Defined meaning of self-esteem • Oral presentation of how self-esteem affects learning • Written report: Ways to enhance self-esteem • Journal entry: Own opinion of effect self-esteem on learning	

SUBJECT OUTCOME	
4.3 Describe ways to enhance self-awareness	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Self-awareness is defined. • Methods to enhance self-awareness are described. • Methods to develop self-awareness are reflected on and appraised.	• Define self-awareness. • Describe methods to develop self-awareness. • Reflect upon and appraise the methods to develop self-awareness.
ASSESSMENT TASKS OR ACTIVITIES	
• Journal entry: Defined meaning of self-awareness • Research and report on methods to enhance self-awareness • Journal entry: Reflection on and appraisal of methods to enhance self-awareness	

SUBJECT OUTCOME	
4.4 Develop strategies for self-motivation	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The meaning of self-motivation is described. • Techniques for self-motivation are investigated, developed and applied. • The outcome of the application of the techniques of self-motivation is reviewed.	• Describe the meaning of self-motivation. • Investigate, develop and apply techniques for self-motivation. • Review the outcome of the application of the techniques of self-motivation.
ASSESSMENT TASKS OR ACTIVITIES	
• Journal entry: Description of self-motivation • Written report and oral presentation on application of techniques for self-motivation and a review of outcome of the application of the techniques	

Topic 5: How People Learn

SUBJECT OUTCOME	
5.1 Identify and describe types of conditioning and how these affect learning	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Conditioning is defined and different types of conditioning identified in case studies. • The effect of types of conditioning on learning is explained. • The implications of conditioning for application in practice are reflected upon.	• Define conditioning and identify types of conditioning in case studies. • Explain how types of conditioning affect learning. • Identify ways to enhance self-confidence. • Reflect on the implications of conditioning for application in practice.
ASSESSMENT TASKS OR ACTIVITIES	
• Journal entry: Defined meaning of conditioning and case studies of types of conditioning • Poster presentation of the effect of conditioning on learning • Journal entry: Reflection on the implications of application of conditioning in practice	

SUBJECT OUTCOME	
5.2 Explain learning through consequences of behaviour	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Operant conditioning and reinforcement are defined using examples. • Learning through reinforcement strategies is explained. • Opinions of operant conditioning are expressed.	• Define operant conditioning and reinforcement by using examples (positive and negative reinforcement, primary and secondary reinforcers, and shaping – step by step). • Explain how learning takes place through reinforcement strategies. • Give own opinion of operant conditioning.

ASSESSMENT TASKS OR ACTIVITIES
• Assignment on operant conditioning and reinforcement

SUBJECT OUTCOME	
5.3 Describe modelling and informal learning	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Examples are used to describe the meaning of modelling and learning. • Examples are used to describe the meaning of informal learning. • The implications of modelling and informal learning for practical application are discussed.	• Use examples to describe the meaning of modelling and learning. • Use examples to describe the meaning of informal learning. • Discuss the implications of modelling and informal learning for practical application.
ASSESSMENT TASKS OR ACTIVITIES	
• Report based on pair and group discussions	

SUBJECT OUTCOME	
5.4 Identify and explain forms of and requirements for e-learning	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The meaning of e-learning is described. • The requirements and skills needed for e-leaning are described. • The advantages and disadvantages of e-learning are described.	• Explain the meaning of e-learning • Describe the requirements and skills needed for e-learning • Describe the advantages and disadvantages of e-learning
ASSESSMENT TASKS OR ACTIVITIES	
• Mind-map with explanation of the meaning of and requirements and skills needed for e-learning • Written presentation of advantages and disadvantages of e-learning	

3 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN LEARNING PSYCHOLOGY – LEVEL 2

3.1 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 draws on the student's cumulative learning achieved throughout the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

- The students are assigned a task at the beginning of the year which they will have to complete in phases 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 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.

3.2 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:

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