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Department:
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REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

ANIMAL PRODUCTION 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 Animal Production 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: Animal Production* to prepare for and deliver Animal Production. 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.

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 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 (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)
Assessment instruments	<ul style="list-style-type: none"> • Observation • Class questions • Lecturer, student, parent discussions 	<ul style="list-style-type: none"> • Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews 	<ul style="list-style-type: none"> • Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	<ul style="list-style-type: none"> • Observation sheets • Lecturer's notes • Comments 	<ul style="list-style-type: none"> • Checklists • Rating scales • Rubrics 	<ul style="list-style-type: none"> • Marks (e.g. %) • Rating scales (1-7)
Evidence	<ul style="list-style-type: none"> • Focus on individual students • Subjective evidence based on lecturer observations and impressions 	<p>Open middle: Students produce the same evidence but in different ways.</p> <p>Open end: Students use same process to achieve different results.</p>	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 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 ANIMAL PRODUCTION

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 Animal Production 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

Animal Production, 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 ANIMAL PRODUCTION
LEVEL 2**

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN ANIMAL PRODUCTION – LEVEL 2

Topic 1: Animal Anatomy and Physiology

SUBJECT OUTCOME	
Explain the structure and functioning of the following systems in farm animals: skeleton and main muscle groups, cardiovascular and lymph system, respiratory system and digestive system.	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> The skeleton and main muscle groups, cardiovascular and lymph system, respiratory system and digestive system are identified and their structure and functions explained orally and/or in writing. 	<ul style="list-style-type: none"> Identify, in diagrams, photographs and carcasses, the main organs involved in each system. Explain, in simple terms, how these organs work, including how they could react to stress situations. Study diagrams or photographs of organs from an unfamiliar animal and suggest how they differ from familiar examples and what possible environment they could be adapted to. <p><i>RANGE:</i> <i>No biochemical details are required.</i> <i>Microscopic details are not required, except for diagrams or photographs of blood cells; students are not required to operate microscopes themselves.</i></p> <p>Skeleton and main muscle groups include:</p> <ul style="list-style-type: none"> The skull and vertebral column (not different kinds of vertebrae), pectoral and pelvic girdles, legs and wings (where applicable) and the main groups of muscles causing locomotion Simple structure of a joint between two bones, with ligaments and tendons, cartilage, synovial membranes and fluids Simple structure of a long limb bone with marrow <p>Cardiovascular system including lymph system includes:</p> <ul style="list-style-type: none"> Heart and functions of the four chambers Only a few major arteries and veins including aorta, pulmonary arteries and veins, carotid arteries and renal and hepatic portal veins Roles of red blood corpuscles in transporting oxygen and carbon dioxide, the plasma in transporting dissolved nutrients and white blood cells in combating bacteria Mechanism of blood clotting is NOT required. <p>Respiratory system includes lungs, rib cage, diaphragm, air sacs (where applicable) and mechanism of breathing.</p> <p>Digestive system includes:</p> <ul style="list-style-type: none"> Teeth (main types and functions) Mouth, non-ruminant stomach, duodenum, small intestine, caecum, large intestine – simple structure, main enzymes in each and what foodstuffs each breaks down to form what products Additional features of the ruminant stomach and how it works, including role of bacteria
ASSESSMENT ACTIVITIES	
<ul style="list-style-type: none"> Students, individually or in groups, complete the activities specified in the Learning Outcomes using diagrams, photographs or carcasses of farm animals or laboratory models, where appropriate. These activities can be theoretical or practical and group or individual. For ICASS marks, individual work is preferred. 	

Topic 2: Poultry Production

SUBJECT OUTCOME	
Identify and describe poultry breeds, types and houses using appropriate examples. <i>RANGE: Types refer to broilers, laying hens and dual purpose.</i>	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Poultry breeds, types (broilers, laying hens and dual purpose), houses and farming practices are identified and described using examples. 	<ul style="list-style-type: none"> Identify different types of poultry and describe some common breeds of each type, highlighting their advantages and disadvantages to make informed economic decisions. Identify the types of poultry houses and explain how they are suited to various production requirements and how to choose a good type for a particular site.
ASSESSMENT ACTIVITIES	
<ul style="list-style-type: none"> Theory: Knowledge test on poultry breeds and their houses Assignment: Research poultry farming practices in the area and compare in terms of production quality and quantity. Practical: Visit a poultry house and point out how the type of house meets the farm's particular requirements. 	

SUBJECT OUTCOME	
Identify and describe types of feeds in terms of their advantages and disadvantages.	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Types of feeds are identified and described in terms of their advantages and disadvantages (includes proteins, carbohydrates, minerals and lipids, etc.). 	<ul style="list-style-type: none"> Identify the different types of feed for each growth stage to ensure proper nutrition. <i>RANGE: Growth stage refers to day old, growing stage, finishing stage and egg-laying stage for layers.</i> Explain the main components of the different types of feed and how each is suited to a particular growth stage. <i>RANGE: Components include protein, carbohydrates, lipids, vitamins, mineral salts and roughage. Essential amino acids and calculations on topics such as metabolisable energy are NOT required.</i> Explain how to monitor consumption and cost and minimise waste. <i>RANGE: Students weigh the amounts of feed used in particular poultry houses, inspect for signs of waste around feeding troughs and calculate unit costs per bird and compare these with income from sales of birds and/or eggs.</i>
ASSESSMENT ACTIVITIES	
<ul style="list-style-type: none"> Theory: Knowledge test on feed types and their advantages and disadvantages in terms of production requirements Students identify feedstuffs from a simple table of specifications. Assignments can also be set. Practical: Identify the different types of feedstuff used in the poultry house and complete the tasks set out in the Learning Outcomes. 	

SUBJECT OUTCOME	
Identify and control diseases and parasites affecting poultry according to workplace procedures.	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Diseases and parasites affecting poultry are identified and treated according to workplace procedures. 	<ul style="list-style-type: none"> Define and identify symptoms of diseases and parasites affecting poultry. <i>RANGE: Students learn about common diseases in the area and see pictures of the symptoms of any not found in the college flock at the time as well as</i>

	<p><i>receiving descriptions of behavioural symptoms.</i></p> <ul style="list-style-type: none"> Outline the life cycles of diseases and parasite organisms, with particular reference to measures for prevention and control. Identify and explain the prevention and treatment procedures used for the specified diseases. <i>RANGE: This includes vaccination and medication supplied through drinking water or otherwise, depending on local conditions and use.</i> Describe and demonstrate how to treat infected poultry using the above procedures. <i>RANGE: This includes calculating the correct amounts of vaccine or medication to put in the drinking water.</i>
ASSESSMENT ACTIVITIES	
<ul style="list-style-type: none"> Theory: Knowledge test on diseases and parasites affecting poultry in the area Students suggest preventive measures when given the life cycle of an imaginary disease or parasite. Practical: Complete the tasks set out in the Learning Outcomes. Visit poultry farm OR a simulation of one and check for infected and afflicted chicken. Write a report to the farmer on diseases identified during the visit, how they can be treated and what prevention measures should be taken in future. (This scenario can also be presented in the form of a case study.) 	

SUBJECT OUTCOME	
Demonstrate an ability to handle poultry at all stages of rearing and production.	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> The ability to handle poultry is demonstrated 	<ul style="list-style-type: none"> Explain different ways of handling poultry in different circumstances. Demonstrate the different ways of handling different poultry in different situations during rearing and production. <i>RANGE: Situations include rearing, transportation and treating.</i>
ASSESSMENT ACTIVITIES	
<ul style="list-style-type: none"> Practical: Complete the tasks set out in the Learning Outcomes. Students explain why incorrect practices are likely to damage the animals. 	

Topic 3: Goat Production

SUBJECT OUTCOME	
Identify and describe goat types and breeds in terms of their suitability to environmental conditions. <i>RANGE: Environmental conditions include climate, vegetation and diseases. Types include high milk-yield goats and others.</i>	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Different goat breeds are identified and described in terms of their suitability to environmental conditions. 	<ul style="list-style-type: none"> Identify the different breeds of goat suitable to Southern African conditions. Describe the characteristics of different types of goat breeds for production and breeding in different local environments.
ASSESSMENT ACTIVITIES	
<ul style="list-style-type: none"> Theory: Case study on farming goats in different environmental conditions with an expectation of certain production quality and quantity for economical purposes Knowledge test on breed types of goats in terms of adaptability and production Practical: Identify breeds of goats (from pictures if the animals are not available) and point out their key identifying features. 	

SUBJECT OUTCOME	
Describe and demonstrate the feeding of goats in relation to their stages of growth and production.	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> The feeding of goats is described and applied in relation to their stages of growth and production. 	<ul style="list-style-type: none"> Identify and explain the different methods of feeding of goats in relation to breed, production and growth stages. <i>RANGE: Method refers to natural grazing or browsing and supplementary feeding.</i> Explain the different nutritional requirements and rearing practices in relation to the different types of goats. Explain, using examples, different grazing systems in relation to adaptability and breed selection. Apply these grazing systems in a workplace situation.
ASSESSMENT ACTIVITIES	
<ul style="list-style-type: none"> Theory: Knowledge test or assignment on feed types and their advantages and disadvantages in terms of growth and production requirements Students explain what feeding procedures are appropriate when given a description of an imaginary goat breed. Practical: Set up grazing systems for a flock of goats and give supplementary feeds as appropriate. 	

SUBJECT OUTCOME	
Identify symptoms and control diseases and parasites affecting goats according to workplace procedures.	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Diseases and parasites affecting goats are identified and controlled according to workplace procedures. 	<ul style="list-style-type: none"> Identify diseases and parasites common to the area that affect quality goat production. <i>RANGE: Diseases refers to bacterial, protozoan and viral diseases. Parasites include external and internal parasites.</i> Outline the life cycles of diseases and parasite organisms, with particular reference to measures for prevention and control. Identify the treatments used for different diseases and parasites to apply the appropriate intervention. Explain the workplace procedures used to minimise infection and demonstrate the treatment of infected goats. Apply these workplace procedures in the workplace environment.
ASSESSMENT ACTIVITIES	
<ul style="list-style-type: none"> Theory: Knowledge test on diseases and parasites affecting goats in the area Students suggest preventive measures when given the life cycle of an imaginary disease or parasite. Practical: Complete the tasks set out in the Learning Outcomes. Visit goats on farm OR a simulation of one and check for infected and afflicted animals. Write a report to the farmer on diseases identified during the visit, how they can be treated and what prevention measures should be taken in future. (This scenario can also be presented in the form of a case study.) 	

SUBJECT OUTCOME	
Demonstrate an ability to handle goats.	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> The ability to handle goats is demonstrated. 	<ul style="list-style-type: none"> Explain different ways of handling goats in different circumstances. <i>RANGE: Different circumstances refer to growth stages, treatment for infections, transportation, breeding, castrating, tail docking, hoof clipping,</i>

	<p><i>shearing and milking.</i></p> <ul style="list-style-type: none"> • Demonstrate the different ways of handling different goats at all stages of rearing and production.
ASSESSMENT ACTIVITIES	
<ul style="list-style-type: none"> • Practical: Complete the tasks set out in the Learning Outcomes. • Students explain why incorrect practices are likely to damage the animals. 	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN ANIMAL PRODUCTION – 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:

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