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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

EARLY CHILDHOOD DEVELOPMENT

NQF Level 2

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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 EARLY CHILDHOOD DEVELOPMENT

- 1 Schedule of assessment**
- 2 Recording and reporting**
- 3 Internal assessment of Subject Outcomes in Early Childhood Development – Level 2**
- 4 Specifications for the external assessment in Early Childhood Development – Level 2**
 - 4.1 Integrated summative assessment task (ISAT)
 - 4.2 National examination

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Early Childhood Development 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: Early Childhood Development* to prepare for and deliver Early Childhood Development. 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 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.

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 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 (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 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	<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 (1-5)
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 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. Use of rubrics provides a different way of assessing that 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 EARLY CHILDHOOD DEVELOPMENT

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 Early Childhood Development 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

Early Childhood Development, 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 (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, its exact location must be recorded and it must be readily available for moderation purposes.

The following units guide internal assessment in Early Childhood Development 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

**ASSESSMENT OF EARLY CHILDHOOD DEVELOPMENT
LEVEL 2**

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN EARLY CHILDHOOD DEVELOPMENT LEVEL 2

Topic 1: Growth and Development

SUBJECT OUTCOME	
1.1 Identify and explain growth and development	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The difference between growth and development is explained Ages and stages of development are identified and explained Experiences at the beginning of life are discussed 	<ul style="list-style-type: none"> Explain the difference between growth and development Identify and explain the ages and stages of development Discuss the beginning of life with reference to pregnancy, antenatal care, birth and postnatal care
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Oral/ written tasks to explain the terms “growth” and “development” Written assignments related to ages and stages of development followed by a role-play or sketch Group discussion on beginning of life experiences 	

SUBJECT OUTCOME	
1.2 Identify and explain factors affecting growth and development	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Factors affecting growth and development are explained with reference to personal childhood experiences, children in the early years and self image 	<ul style="list-style-type: none"> Identify and explain factors that affect growth and development Reflect on personal childhood experiences and share ideas on factors that affected personal growth and development Explain factors affecting growth and development with reference to children in the early years Describe self image as a factor affecting early childhood development
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Reflective journal to record personal childhood experiences and express own views Written summaries of factors affecting growth and development of children in the early years Drawings, photographs and pictures to describe self image as a factor affecting early childhood development 	

SUBJECT OUTCOME	
1.3 Discuss the domains of development in the context of the whole child	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The concept of the whole child is explained The domains of development are defined, discussed with examples, and described with reference to the whole child and children in different categories of early childhood A child study on the domain of development is undertaken in an early years-setting, and the findings are presented in the context of the whole child 	<ul style="list-style-type: none"> Explain the concept of the whole child Briefly define the domains of development in the context of the whole child <i>Range: includes the domains of physical, social, cognitive (concepts, senses and language), emotional, creative, moral</i> Discuss, with examples, how the interrelatedness of the domains contributes to the development of the whole child Describe the domains of development as they relate to different categories of children in the early years Study a child in an early years-setting and present findings about the domain of development in the context of the whole child <i>Range: the family, early childhood centre, crèche, day</i>

	<i>care facilities, foster home, hospital, school, drop-in centres</i>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Oral/written response to the concept of the whole child • Group discussion and presentation on domains of development in the context of the whole child • Case studies to show the interrelatedness of the domains of development • Assignments to describe domains of development as they relate to different categories of children in the early years • Child study report and oral presentation of findings 	

Topic 2: Learning in the Early Years

SUBJECT OUTCOME	
2.1 Discuss how children develop learning in the early years	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • The development of learning in the early years is discussed in the context of personal experiences, brain development, senses and feedback from movement, communication without words, actions and people 	<ul style="list-style-type: none"> • Reflect on personal experiences in the early years and explain how learning was developed <i>Range: narratives can be supported by evidence from interviews with caregivers, photographs and artefacts from early childhood</i> • Discuss how the development of the brain impacts on learning <i>Range: brain wiring, critical and sensitive periods of development</i> • Describe how the senses and feedback from movement develop early learning • Explain the importance of communication without words <i>Range: gestures, facial expressions, body language</i> • Discuss the role of walking, talking and pretending in developing early learning • Discuss the importance of people in early stimulation <i>Range: includes peers, older children and adults</i>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Reflective journal on personal experiences with timelines, photographs or interview transcripts • Assignments to discuss and describe learning • Mimes to illustrate communication without words • Role-play to illustrate the role of walking, talking and pretending in developing early learning • Case studies to discuss the importance of interaction with people in the early years. 	

SUBJECT OUTCOME	
2.2 Discuss how play stimulates early learning	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Play is defined in the context of the early years • Play is discussed as a stimulus for learning in relation to categories, social stage and types, with reference to domains of development • The use of play products and play props are described • The principles involved in making and selecting play products are explained • A child study is undertaken, completing a checklist on types of play behaviours, and facilitating on discussion of the way in which play stimulates early learning 	<ul style="list-style-type: none"> • Define play in the context of the early years • Name, describe and give examples of categories of children's play • Describe the social stages of play • Provide examples of types of play in relation to the domains of development • Explain the principles involved in making and selecting play products • Describe the use of play products and play props • Observe a child at play, complete a checklist on the types of play behaviours, and discuss how play stimulates early learning

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Written/oral responses to the definition of play • Written/oral response to categories of children’s play • Practical demonstration of the social stages of play • Poster presentations to demonstrate the links between types of play and domains of development • Child study report structured with a checklist and/ or additional information to guide a presentation on play

SUBJECT OUTCOME	
2.3 Discuss how technology stimulates early learning	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • The role of technology in stimulating early learning is discussed • Examples are provided of how different categories of children in the early years use technology for learning 	<ul style="list-style-type: none"> • Discuss how technology stimulates early learning <i>Range: computer, television, DVDs, computers, cameras, tape recorders, laptops, musical keyboards, digital toys, walkie talkies, metal detectors , mobile telephones</i> • Provide examples of how children in the different categories of early childhood use technology to learn
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Items of technology to facilitate group discussion on early learning • Analysis of case studies to provide examples of how children in the different categories of early childhood use technology to learn 	

SUBJECT OUTCOME	
2.4 Discuss how perceptual abilities influence early learning	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Perception is defined • Categories of perception relevant to children in the early years are identified and explained • Examples are provided of how children in the different categories of early childhood use perceptual abilities to learn 	<ul style="list-style-type: none"> • Define perception • Identify and explain categories of perception relevant to children in the early years • Provide examples of how children in the different categories of early childhood use perceptual abilities to learn
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Oral/ written response after paired or group discussion on definition of perception • Analysis of case studies to provide examples of how children in the different categories of early childhood use perceptual abilities to learn 	

SUBJECT OUTCOME	
2.5 Discuss how learning styles stimulate early learning	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Learning styles are defined, identified and explained • Types of learning stimulated by different learning styles in various stages of early childhood are discussed 	<ul style="list-style-type: none"> • Define learning styles • Identify and explain the different learning styles • Discuss types of learning stimulated by different learning styles in the various stages of early childhood.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Mind maps to illustrate understanding of learning styles • Picture stories or charts to facilitate discussion on types of learning stimulated by different learning styles in the various stages of early childhood 	

Topic 3: Inclusion and Special Needs

SUBJECT OUTCOME	
3.1 Define inclusion and discuss special needs as an aspect of inclusion	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Inclusion is defined • Barriers to inclusion are discussed • The term “special needs” is explained within the context of inclusive practice • Five common problems experienced in early childhood are briefly discussed • The importance of early identification of risk and identification of children who are gifted are explained • Support organisations for parents and caregivers are listed • The type of advice obtainable from support organisations for parents and caregivers is described 	<ul style="list-style-type: none"> • Define inclusion • Discuss barriers to inclusion • Explain the term special needs, within the context of inclusive practice • Briefly discuss five common problems experienced in early childhood <i>Range: includes but not limited to visual problems, hearing problems, expressive and receptive language delays, attention disorders, cognitive problems, physical disabilities, phobias, generalized anxiety, medical fragility (e.g. children on anti-retroviral treatment), attachment concerns</i> • Explain the importance of early identification of risk • Explain the importance of early identification of children who are gifted • List organisations that can assist parents and caregivers and provide advice • Describe the type of advice that parents and caregivers might receive from at least three help organisations.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Written/oral response to definition of inclusion • Creation of scenarios/stories to discuss barriers to inclusion • Written/oral explanations of the term “special needs” within the context of inclusive practice • Written summaries of five common problems experienced in early childhood • Letter to a parent or teacher explaining the importance of early identification of risk • Creation of a fictitious character to explain the frustrations and joys of a child in the early years who is gifted • Creation of a directory that lists support organisations for parents and caregivers • Directory as a tool to explain the type of advice obtainable from support organisations for parents and caregivers. 	

Topic 4: Diversity in Early Childhood

SUBJECT OUTCOME	
4.1 Discuss diversity in early childhood	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Diversity is discussed in the context of inclusive practice and personal feelings about living in a diverse society • A questionnaire to share ideas on how people feel about living in a diverse society is planned, drafted and administered • The impact of culture, socio-economic conditions, HIV/AIDS and gender in early childhood development and early learning is discussed • The importance of an anti-bias approach in early childhood is discussed 	<ul style="list-style-type: none"> • Explain the term ‘diversity’ in the context of inclusive practice • Reflect on and share personal feelings about living in a diverse society • Plan, draft and administer a questionnaire to share ideas on how people feel about living in a diverse society • Discuss how culture, socio-economic conditions, HIV/AIDS and gender affect early childhood development and early learning • Discuss the importance of an anti-bias approach in early childhood

ASSESSMENT TASKS OR ACTIVITIES

- Oral/ written explanation of the term ‘diversity’ in the context of inclusive practice
- Reflective journal to share personal feelings about living in a diverse society
- Questionnaires (structured or semi-structured) to share ideas on how people feel about living in a diverse society
- Talk shows in order to illustrate how culture, socio-economic conditions, HIV/AIDS and gender affect early childhood development and early learning
- Analysis of transcripts of children’s narratives or case studies to discuss the importance of an anti-bias approach in early childhood

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN EARLY CHILDHOOD DEVELOPMENT - 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 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 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.

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:

LEVEL 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	50%	10%	40%