



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **ASSESSMENT GUIDELINES**

**HUMAN AND SOCIAL DEVELOPMENT**

**NQF Level 3**

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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 Human and Social 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: Human and Social Development* to prepare for and to deliver Human and Social 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 (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 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.

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

## 9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

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

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)
<b>Assessment instruments</b>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Class questions</li> <li>• Lecturer, student, parent discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments or tasks</li> <li>• Projects</li> <li>• Investigations or research</li> <li>• Case studies</li> <li>• Practical exercises</li> <li>• Demonstrations</li> <li>• Role-play</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Class tests</li> <li>• Practical examinations</li> <li>• Oral tests</li> <li>• Open-book tests</li> </ul>
<b>Assessment tools</b>	<ul style="list-style-type: none"> <li>• Observation sheets</li> <li>• Lecturer's notes</li> <li>• Comments</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rating scales</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Marks (e.g. %)</li> <li>• Rating scales (1-5)</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Focus on individual students</li> <li>• Subjective evidence based on lecturer observations and impressions</li> </ul>	<p><b>Open middle:</b> Students produce the same evidence but in different ways.</p> <p><b>Open end:</b> Students use same process to achieve different results.</p>	Students answer the same questions in the same way, within the same time.

## 10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

**Rating scales** are marking systems where a symbol (such as 1 to 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 and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly two types of rubrics, namely holistic and analytical, are used.

## 11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

## 12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

### 13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

#### 13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

#### 13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

## SECTION C: ASSESSMENT IN HUMAN AND SOCIAL 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 Human and Social 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

Human and Social 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 including reflections upon the progress of the class and further steps to be taken towards competence

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
- The student's own unique written understandings of concepts and ideas related to her or his own life experience
- The observation of and critical comment on these concepts within varying contexts
- Reflection on what the student has learned so far (reflective practice)
- Planning for practical action in a simulated or real (e.g. micro-teaching) environment. Reflection on outcomes of the practical action and planning for future action, incorporating modifications/additions.
- Links between this topic and previous topics and this Subject and others
- Critical assessment of fundamental competence
- Links to the Constitution, Critical Cross-field and Developmental Outcomes; Seven Roles of the Teacher
- Continuous and formative assessment
  - Students reflects in writing upon own practice to the assessor
  - Assessor responds in writing to the student
  - Student then makes meaning of the whole process – self in context.
  - and reflects again about own competence
- A record of the marks (and comments) achieved for each task

All tasks are contained as evidence in the Portfolio of Evidence, as reflective reports on theory into practice and vice versa.

The following units guide internal assessment in Human and Social Development Level 3:

<b>NUMBER OF UNITS</b>	<b>ASSESSMENT</b>	<b>COVERAGE</b>
2	Formal written tests	For each completed topic
1	Internal written exam	All completed topics
3	Practical assessments	Must cover the related Subject Outcomes Examples: <ul style="list-style-type: none"> <li>• A research project on subject-related current issues from different sources, e.g. the Internet, magazines and newspapers as well as practical observation</li> <li>• A community project to investigate a human or social issue and to report back to the municipality or service provider</li> <li>• Presentations of aspects of human and social development</li> </ul>

**ASSESSMENT OF HUMAN AND SOCIAL DEVELOPMENT  
LEVEL 3**

### 3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN HUMAN AND SOCIAL DEVELOPMENT - LEVEL 3

#### Topic 1: Contextual Information for Education Studies

SUBJECT OUTCOME	
<b>1.1 Clarify the roles of investigation and interpretation in education and development</b>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>The uses and processes of 'investigation' in the routines and occurrences of daily life and in curriculum terms are described.</li> <li>Interpretation of theory into practice is implemented in assignments within this subject.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the uses and processes of 'investigation' in the routines and occurrences of daily life and in curriculum terms.</li> <li>Implement interpretation of theory into practice in assignments within this subject.</li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> <li>Written evidence of ability to investigate and to interpret information gathered using e.g. case studies, simulations (role plays), interviews and observations</li> </ul>	

SUBJECT OUTCOME	
<b>1.2 Explain and reflect upon the actions required to investigate and interpret contextual information for education practice</b>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>The required ethical behaviours for investigation and interpretation are explained and demonstrated, including the ability to cite and reference different voices of the investigated and the interpreter, and other voices in spoken and written presentations.</li> <li>Own reaction to the use of investigation and interpretation by adults and by children is described and interrogated.</li> </ul>	<ul style="list-style-type: none"> <li>Explain and demonstrate ethical behaviours required for investigation and interpretation, including the ability to cite and reference the different voices of the investigated and the interpreter, and other voices in spoken and written presentations.</li> <li>Describe and interrogate own reaction to the use of investigation and interpretation by adults and by children.</li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> <li>Poster or electronic presentation of a written response of a practical observation or investigation and interpretation, given by adults to adults and to children, and their reactions (see Topic 3).</li> <li>Summary reflective journal on the use of investigation and interpretation of information obtained by practical observations</li> </ul>	

#### Topic 2: Critical Elements of Human Development

SUBJECT OUTCOME	
<b>2.1 Explain and use Maslow's Hierarchy of Needs within the context of poverty in South Africa</b>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Maslow's Hierarchy of Needs is explained and used to interpret local and observed human development.</li> <li>The terms 'health and hygiene', 'nutrition', 'under-nourished', 'malnutrition' and 'well-being' are explained with examples of written and observed signs and symptoms, outcomes and immediate and systemic causes.</li> <li>The effects of HIV and AIDS upon people living with the virus are explained in terms of Maslow's Hierarchy of Needs.</li> <li>The impact of intrinsic factors on people living with barriers to learning and participation are investigated and explained.</li> <li>The impact of extrinsic factors such as violence, joblessness, illness and homelessness on psychomotor, socio-affective and cognitive well being is defined and investigated with reference to Maslow's</li> </ul>	<ul style="list-style-type: none"> <li>Explain Maslow's Hierarchy of Needs, and use it to interpret local and observed human development.</li> <li>Explain and investigate the terms 'health and hygiene', 'nutrition', 'under-nourished', 'malnutrition' and 'well-being', with examples of written and observed signs and symptoms, outcomes, and immediate and systemic causes.</li> <li>Explain the effects of HIV and AIDS upon people living with the virus, in terms of Maslow's Hierarchy of Needs.</li> <li>Investigate and explain the impact of intrinsic factors on people living with barriers to learning and participation.</li> <li>Define and investigate the impact of extrinsic factors such as violence, joblessness, illness and homelessness, on psychomotor, socio-affective and cognitive well being, with reference to Maslow's</li> </ul>

Hierarchy of Needs and the White Paper 6 on Inclusion (South Africa 2001).	Hierarchy of Needs and the White Paper 6 on Inclusion (South Africa 2001).
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Reflective journal writings upon the class discussion and group work on the issues, definitions and applications to local contexts.</li> <li>• Reflective journal writings upon observations of daily-life situations (DVDs; local situations); class discussion and group work on the issues, definitions and applications to local contexts.</li> <li>• Poster or electronic presentation of written work on one aspect of Maslow's Hierarchy of Needs related to this.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.2 Explain barriers to development and participation as a consequence of special needs</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The policy on inclusion (South African White Paper 6 of 2001) is explained in terms of the South African Constitution.</li> <li>• Services and issues of service provision related to extrinsic disability within the local context are investigated and explained.</li> <li>• Services and issues of service provision related to intrinsic disability within the local context are investigated and reflected upon.</li> <li>• Own and others' reactions to adults and children living with intrinsic barriers to development and participation are observed and described.</li> <li>• The relationships between Maslow's Hierarchy of Needs, and the White Paper 6 on Inclusion (South Africa 2001) are explained.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the policy on inclusion (South African White Paper 6 of 2001) in terms of the South African Constitution.</li> <li>• Investigate and explain services and issues of service provision related to extrinsic disability within the local context.</li> <li>• Investigate and reflect upon services and issues of service provision related to intrinsic disability within the local context.</li> <li>• Observe and describe own and others' reactions to adults and children living with intrinsic barriers to development and participation.</li> <li>• Explain the relationships between Maslow's Hierarchy of Needs, and the White Paper 6 on Inclusion (South Africa 2001).</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Journal entries upon the observations, readings, class discussion and group work on the issues, definitions and applications to local contexts.</li> <li>• Poster presentations on Maslow's Hierarchy of Needs and White Paper 6 on Inclusion with applications to poverty, and related reflections.</li> <li>• Written presentations given by people living with extrinsic and intrinsic disabilities, and also visits to local service providers</li> <li>• Written reflections upon own and others' reactions to disability and the reasons, effects and remediation for these</li> <li>• Summative journal upon the class discussion and group work on the issues, definitions and applications to local contexts</li> </ul>	

### Topic 3: Critical Elements for Social Development

<b>SUBJECT OUTCOME</b>	
<b>3.1 Investigate and explain the international, national and local concept of poverty</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The concept of poverty within the international (United Nations), national (South African) and local (provincial and local government) contexts is defined and interpreted in local terms in terms of poverty, poverty eradication and poverty alleviation.</li> <li>• South African statistics for poverty within the local, national and international contexts are investigated and interpreted in graph and tabular form.</li> <li>• Local contexts (e.g. unemployment, housing, nutrition and health, education) that impact negatively and positively upon human development within the three developmental domains (psychomotor; socio-affective and cognitive) are investigated and explained.</li> </ul>	<ul style="list-style-type: none"> <li>• Define and interpret in local terms the concept of poverty within the international (United Nations), national (South African) and local (provincial and local government) contexts in terms of poverty, poverty eradication and poverty alleviation.</li> <li>• Investigate and interpret South African statistics for poverty in graph and tabular form within the local, national and international contexts.</li> <li>• Investigate and explain local contexts (e.g. unemployment, housing, nutrition and health, education) that impact negatively and positively upon human development from the point of view of the psychomotor, socio-affective and cognitive domains.</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES</b>
<ul style="list-style-type: none"> <li>• A case study on local poverty (either simulated from DVD, or in local environment) <ul style="list-style-type: none"> <li>▪ Ethical considerations in collecting information through interviewing and observing (review of Topic 1 work).</li> <li>▪ What is poverty?</li> <li>▪ What is the extent of poverty in the world, South Africa, this province and local government ward?</li> <li>▪ Local contexts of poverty that impact upon families</li> <li>▪ Perceptions of service providers (e.g. local government) about poverty?</li> <li>▪ Policies for social development and poverty alleviation and eradication, and assistance provided for family members for poverty alleviation or eradication?</li> <li>▪ Conclusion and reflections.</li> </ul> </li> <li>• Reflective writings on various aspects of this topic</li> <li>• Electronic presentations of aspects of this topic</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>3.2 Investigate and explain the impact of poverty and poverty alleviation and eradication policies upon human beings living locally</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Various policies for social development and poverty alleviation and eradication that emanate from the Constitution are investigated and explained.</li> <li>• Ways in which poverty impacts upon families are investigated and explained.</li> <li>• Ways in which the national curriculum and education system can impact upon families living in poverty are explained</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and explain various policies for social development and poverty alleviation and eradication that emanate from the Constitution.</li> <li>• Investigate and explain ways in which poverty impacts upon families.</li> <li>• Explain ways in which the national curriculum and education system can impact upon families living in poverty.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• A case study on family poverty (either simulated from DVD, or preferably in the local environment) <ul style="list-style-type: none"> <li>▪ Ethical considerations related to collecting information through interviewing and observing (review of Topic 1 work).</li> <li>▪ How does the family make a living?</li> <li>▪ How does poverty impact upon the family in terms of Maslow's Hierarchy of Needs and White Paper 6 of 2001?</li> <li>▪ What assistance is provided to family members in respect of poverty alleviation or eradication?</li> <li>▪ Perceptions by the family of service providers e.g. local government, faith-based and community based organisations?</li> <li>▪ Conclusion and reflections.</li> </ul> </li> <li>• Reflective writings on various aspects of this topic</li> <li>• Electronic presentations of aspects of this topic</li> </ul>	

#### **4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN HUMAN AND SOCIAL 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 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	50% <sup>1</sup>	25%	25%

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<sup>1</sup>