



education

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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

EARLY CHILDHOOD 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 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 3:

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 3**

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

Topic 1: Understanding Care and Well Being

SUBJECT OUTCOME	
1.1 Define and explain care and well being in the context of children’s rights and ethics	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Care and well being are defined The characteristics of care and well being in a variety of early childhood contexts are explained Factors that complicate care and well being are discussed The rights of children are identified and their significance for care and well being practices explained The ethics of caring for children in the early childhood are discussed 	<ul style="list-style-type: none"> Define care and well being Explain the characteristics of care and well being in a variety of early childhood contexts Discuss factors that complicate care and well being Identify the rights of children and explain their significance for care and well being practices Discuss the ethics of caring for children in the early childhood
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Oral/ written explanations of care and well being Oral/written explanations of the characteristics of care and well being in a variety of early childhood contexts Assignments on factors that complicate care and well being Poster presentation on the rights of children and their significance for care and well being practices Paired or group discussion on the ethics of caring for children in early childhood 	

Topic 2: Families, Caregivers, the Community and Child Care Provisioning

SUBJECT OUTCOME	
2.1 Explain family structures, care giving practices and child care provisioning	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The definitions of family, caregiver and community are given and the relationship is shown The range of family structures that exist in the national context is described Children’s needs that are satisfied by the family/caregivers are listed Ways in which families vary from each other are identified and explained The role of men as caregivers in early childhood is discussed The influences of culture and religion on care giving practices are explained Factors which complicate care giving practices in situations of poverty and HIV/AIDS are analysed Ways of life of families from two ethnic groups in the national context are compared Child care institutions and environments that are supported by state and community organisations are described Statutory requirements for early childhood care providers in the national context are briefly discussed An early care setting is chosen, and its care giving environment described and reflected upon 	<ul style="list-style-type: none"> Define family, caregiver and community and show their relationship to care and well being of children Describe the range of family structures that exist in the national context <i>Range: nuclear family, single parent family, extended family, child-headed family, same sex families, foster families, step-families, the neighbourhood/community as a family</i> List the needs of children that are satisfied by the family/caregivers Identify and explain ways in which families vary from each other Discuss the role of men as caregivers in early childhood Explain how culture and religion influence care giving practices Analyse factors which complicate care giving practices in situations of poverty and HIV/AIDS Compare ways of life of families from two ethnic groups in the national context Describe child care institutions and environments that are supported by state and community organisations Briefly discuss the statutory requirements for early childhood care providers in the national context Choosing an early care setting, describe and reflect on the care giving environment

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Oral/ written definition of family and caregiver • Assignments to describe the range of family structures that exist in the national context • Presentations in a child's voice detailing the needs provided by the family/caregivers • Case studies to illustrate ways in which families vary from each other • Males/fathers as guest speakers to invite discussion on the role of men as caregivers in early childhood • Creation of sketches to demonstrate cultural and religious influences in care giving practices • Written exercise on factors that complicate care giving practices in situations of poverty and HIV/AIDS • Role-play to compare ways of life of families from two ethnic groups in the national context • Assignments on child care provisioning that supports families • Group discussion on the statutory requirements for early childhood care provision • Observation report to describe care giving environment and reflective journal to record reflections

Topic 3: Health and Hygiene

SUBJECT OUTCOME	
3.1 Identify and explain issues of health and hygiene	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Common childhood diseases, infections and parasites in early childhood are identified, explained and discussed • Immunity is defined and the benefits for early childhood are discussed • A road-to-health chart is analysed and discussed in terms of how the information is interpreted in practice • The rise in infant death rate in the context of malnutrition and HIV/AIDS is investigated and reported • Hygienic methods of changing, bathing and toilet training children in the early years are explained • Methods of cleaning textiles, toys and equipment are explained and demonstrated • Methods and importance of sterilizing equipment and the consequences of not doing so are discussed • Observation is undertaken at an early care setting and recorded with the aim of providing feedback and reflections on health and hygiene practices 	<ul style="list-style-type: none"> • Identify and explain common childhood diseases and infections in early childhood • Discuss parasites that commonly affect children in early childhood <i>Range: scabies, head lice, threadworms, roundworms, bilharzia, malaria</i> • Define immunity • Discuss the benefits of immunity in early childhood • Analyse a road-to-health chart and discuss how the information is interpreted in practice • Investigate and report on the rise in infant death rate in the context of malnutrition and HIV/AIDS. • Explain hygienic methods of changing, bathing and toilet training children in the early years • Explain and demonstrate how textiles, toys and equipment can be cleaned. • Discuss the methods and importance of sterilizing equipment and the consequences of not doing so • Use the chosen early care setting to observe, record, give feedback and reflect on health and hygiene practices
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Assignments on common childhood diseases and infections in early childhood • Paired/group discussion on parasites that commonly affect children in early childhood, and on the benefits of immunity in early childhood • Samples of the road-to-health chart to analyse information and discuss how this is interpreted in practice • Research report on the rise in infant death rate in the context of malnutrition and HIV/AIDS. • Picture stories to explain hygienic methods of changing, bathing and toilet training children in the early years • Assignments to explain and demonstrate how textiles, toys and equipment can be cleaned. • Demonstrations to discuss the methods and importance of sterilizing equipment and the consequences of not doing so • Observation report and reflective journal to show practical understanding and thinking around health and hygiene practices 	

Topic 4: Food and Nutrition

SUBJECT OUTCOME	
4.1 Discuss food groups, nutrients and nutrition practices	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Food groups are identified and the way in which the body uses nutrients explained • Nutrition needs and common feeding problems of different categories of children in the early years are identified and explained • Nutritional information on products aimed at different categories of children in the early years is interpreted • Deficiency diseases in early childhood are explained • The influence of growth and development on independent eating habits is shown • The influence of factors such as culture, religion and poverty on children's dietary habits is explained • The role of parents and caregivers in making mealtimes more appealing is discussed • Ideas on how early childhood can be used to grow a nation of healthy children are reflected upon and shared • Observation is undertaken at an early care setting, recorded with the aim of providing feedback and reflections on nutrition practices 	<ul style="list-style-type: none"> • Identify the food groups and explain the ways in which the body uses nutrients from the different food groups • Identify and explain the nutrition needs and common feeding problems of different categories of children in the early years <i>Range: Babies, toddlers and young children</i> • Interpret nutritional information that appears on products aimed at different categories of children in the early years • Explain some of the deficiency diseases in early childhood <i>Range: includes but not limited to rickets, scurvy, kwashiorkor, anaemia</i> • Show how growth and development helps prepare children for independent eating habits • Explain how factors such as culture, religion and poverty influence children's dietary habits • Discuss how parents and caregivers can make mealtimes more appealing to children in the early years • Reflect on and share ideas on how early childhood can be used to grow a nation of healthy children • Use the chosen early care setting to observe, record, give feedback and reflect on nutrition practices
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Chart to identify the food groups and to explain the way in which the body uses nutrients from the food groups • Assignments to identify and explain nutrition needs and common feeding problems of different categories of children in the early years • Task to interpret nutritional information of samples of products aimed at different categories of children in the early years. Graphs and tables can support interpretations • Assignment to explain deficiency diseases found in early childhood • Information brochure on how growth and development prepares children for independent eating habits • Talks to explain how factors such as culture, religion and poverty influences children's dietary habits • Paired/ group discussion on how parents and caregivers can make mealtimes more appealing to children in the early years • Reflective journal to share ideas on how early childhood can be used to grow a nation of healthy children • Observation report and reflective journal to show practical understanding and thinking around nutrition practices 	

Topic 5: Safety

SUBJECT OUTCOME	
5.1 Discuss safety issues in relation to accidents, indoor and outdoor safety	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Safety in relation to accidents, risk in indoor and outdoor spaces and parent/ caregiver responses is explained • The contents of a first aid box are listed and the emergency instructions to deal with common accidents are detailed • A proposal on how to keep children safe in an early childhood setting is formulated • Observation is undertaken at an early care setting, recorded with the aim of providing feedback and reflections on safety practices 	<ul style="list-style-type: none"> • Explain when accidents are more likely to happen with children in the early years • Interpret data showing statistics related to accidents in the birth to nine years age range of children • Identify dangerous objects and situations that put young children at risk indoors • Examine ways in which parents and carers in child care provisioning can help reduce the possibilities of accidents to children • Conduct a case study on an outdoor scene and show how it can be changed to make it a safer place for children in the early years • List the contents of a first aid box and detail the emergency instructions to deal with common accidents • Formulate a proposal on how to keep children safe in an early childhood setting • Use the chosen early care setting and observe, record, give feedback and reflect on safety practices
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Oral/ written responses to explain when accidents are more likely to happen with children in the early years • Tables and graphs to interpret data showing statistics related to accidents in the birth to nine years range • Creation of a TV clip to illustrate situations of risk for young children indoors and outdoors • Creation of a leaflet to list the contents of a first aid box and detail the emergency instructions to deal with common accidents • Observation report and reflective journal to show practical understanding and thinking regarding safety practices 	

Topic 6: Diversity in Care and Well Being

SUBJECT OUTCOME	
6.1 Discuss the diversity of care and well being	
<i>Range: Reference to special needs, multi-cultural care, child abuse, neglect and organisations of help</i>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • The diversity of care and well being with reference to special needs, multi-cultural care, child abuse, neglect and organisations of help are discussed 	<ul style="list-style-type: none"> • Discuss how children with special needs can be supported in the care giving environment in the different contexts • Discuss how multi-cultural care is approached in group situations • Identify and explain the types of child abuse that occur in our society • Discuss how child neglect takes place in the early years • Discuss the contact strategies that children can use in order to get help • Within the local district, region or province, compile information about state organisations that provide child support grants, support for disabilities and HIV/AIDS, National Health Services and Social Security • Identify and explain the duties of three voluntary organisations that are involved in care and well being in the provincial context

ASSESSMENT TASKS OR ACTIVITIES

- Group discussion/ assignments to respond to special needs and multi-culturalism
- Guest speakers to stimulate class/group discussions on child abuse and child neglect
- Case studies of child abuse and child neglect
- Information brochure on support services

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN EARLY CHILDHOOD DEVELOPMENT - LEVEL 3

4.1 Integrated summative assessment task (ISAT)

A compulsory component of the external assessment (ESASS) is the **integrated summative assessment task (ISAT)**. The integrated summative assessment task 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
	60%	20%	20%