



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **ASSESSMENT GUIDELINES**

**ART AND SCIENCE OF TEACHING**

**NQF Level 4**

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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 Art and Science of Teaching 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: Art and Science of Teaching* to prepare for and deliver Art and Science of Teaching. 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 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 which criteria they are evaluated. Space for comments is essential.

## SECTION C: ASSESSMENT IN ART AND SCIENCE OF TEACHING

### 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 Art and Science of Teaching 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

Art and Science of Teaching, 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 Art and Science of Teaching Level 4:

<b>NUMBER OF UNITS</b>	<b>ASSESSMENT</b>	<b>COVERAGE</b>
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 <ul style="list-style-type: none"><li>• Micro-teaching in simulated situation</li><li>• Poster /mural presentation on topic related to Art and Science of Teaching</li><li>• Research and report on topic related to Art and Science of Teaching</li></ul>

**ASSESSMENT OF ART AND SCIENCE OF TEACHING**  
**LEVEL 4**

### 3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN ART AND SCIENCE OF TEACHING – LEVEL 4

#### Topic 1: Implementation of the Art and Science of Teaching

<b>SUBJECT OUTCOME</b>	
<b>1.1 Identify and analyse the sources needed and used for the implementation of the curriculum</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The meaning of curriculum is explained.</li> <li>The National Curriculum Statement is outlined.</li> <li>Knowledge of education policies, procedures and systems is demonstrated.</li> <li>Knowledge of school policies and development plans for teaching is demonstrated.</li> <li>The appropriate language, terminology and concepts of subjects and learning areas are used effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the meaning of curriculum.</li> <li>Outline the National Curriculum Statement (NCS).</li> <li>Demonstrate knowledge of education policies, procedures and systems.</li> <li>Demonstrate knowledge of school policies and development plans for teaching.</li> <li>Use the appropriate language, terminology and concepts of subjects and learning areas effectively.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Written assignment on the meaning of curriculum, including the outline of the National Curriculum Statement, and knowledge of education and school policies and the use of appropriate language</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>1.2 Analyse and interpret the elements and functions of programmes, work schedules and lesson plans</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>Sources of information in the relevant fields of knowledge can be accessed.</li> <li>Curricular knowledge is analysed and interpreted in practice.</li> <li>Learning programmes, work schedules and lesson plans are developed.</li> <li>Learning programmes, work schedules and lesson plan frameworks are reviewed and adapted.</li> </ul>	<ul style="list-style-type: none"> <li>Access sources of information in the relevant fields of knowledge.</li> <li>Analyse and interpret curricular knowledge in practice.</li> <li>Develop learning programmes, work schedules and lesson plan frameworks.</li> <li>Review and adapt learning programmes, work schedules and lesson plan frameworks.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Team work to access resources, analyse and interpret curricular knowledge and develop frameworks of learning programmes, work schedules and lesson plans</li> <li>Written report and review of developed learning programmes, work schedules and lesson plan frameworks</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>1.3 Create and manage a learning environment to mediate learning according to the needs and interests of students</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>A range of the most appropriate learning and teaching support materials available or needed is described and selected.</li> <li>Learning environments conducive to learning and creative thinking, are created.</li> <li>Learning environments that are sensitive to cultural, linguistic and gender differences are created.</li> <li>Duties required for the effective management of learning environments are performed.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and select a range of the most appropriate learning and teaching support materials available or needed.</li> <li>Create learning environments conducive to learning and creative thinking.</li> <li>Create learning environments that are sensitive to cultural, linguistic and gender differences.</li> <li>Perform duties required for the effective management of learning environments.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Survey of necessary resources, and written report on the selection of the most appropriate resources</li> <li>Practically set up and manage learning environments that are conducive to learning, creative thinking, and sensitive to cultural, linguistic and gender differences</li> </ul>	

- Mind-map illustrating management of learning environment

<b>SUBJECT OUTCOME</b>	
<b>1.4 Plan, develop and present learning programmes appropriate to areas of specialisation</b> <i>Range: Programmes for children, adolescents, adult and senior adult students</i>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Lesson plans and learning and teaching support materials are planned and developed to mediate learning.</li> <li>• Lesson plans are presented, implemented and reviewed.</li> <li>• Lesson plans are reviewed upon to improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and develop a lesson plan and learning and teaching support materials to mediate learning.</li> <li>• Present and implement a lesson plan appropriate to areas of specialisation.</li> <li>• Review lesson plans in order to improve practice.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Micro-teaching on particular area of specialisation</li> <li>• Checklist for reflection on lesson plans and presentation</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>1.5 Implement teaching styles and methods in ways that are appropriate to the students in diverse contexts</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Diverse contexts are analysed.</li> <li>• Teaching methods and learning styles are linked to the implementation of a lesson plan in diverse contexts.</li> <li>• Appropriate teaching styles and methods are implemented in a variety of contexts.</li> <li>• The linking of teaching styles and methods are reflected on.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse diverse contexts.</li> <li>• Link teaching methods and learning styles to the implementation of a lesson plan in diverse contexts.</li> <li>• Implement appropriate teaching styles and methods in a variety of contexts.</li> <li>• Reflect on the linking of teaching styles and methods.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Case study on diverse contexts analysed and questions answered</li> <li>• Written assignment on linking of methods and learning styles</li> <li>• Micro-teaching – implementation of teaching styles and methods</li> <li>• Journal entry of reflection on the linking of teaching styles and methods</li> </ul>	

## Topic 2: Management of Challenges and Problems in the Learning Environment.

<b>SUBJECT OUTCOME</b>	
<b>2.1 Investigate and explain management skills to apply in diverse contexts</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Skills that are required and necessary to manage the learning environment are investigated.</li> <li>• The use of management skills in diverse contexts are justified in order to deal effectively with challenges in the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and explain skills that are required and necessary to manage challenges and problems in the learning environment.</li> <li>• Justify the use of management skills in diverse contexts in order to deal effectively with challenges in the learning environment.</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES</b>
<ul style="list-style-type: none"> <li>• Mind-map to illustrate the value of skills in managing the learning environment.</li> <li>• Journal entry on the justification of the use of management skills to deal effectively with challenges in the learning environment</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>2.2 Analyse general learning environment management principles and their implementation in practice</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• General management principles are identified that may support and guide a teacher's ability to effectively manage challenges in the learning environment,</li> <li>• General management principles for the learning environment are analysed.</li> <li>• Strategies to implement the general learning environment principles in practice are formulated.</li> <li>• The practical strategies for implementing general management principles for the learning environment are reflected upon.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify general management principles that may support and guide a teacher's ability to effectively manage challenges in the learning environment.</li> <li>• Analyse and report on the general management principles for the learning environment.</li> <li>• Formulate strategies to implement the principles in practice.</li> <li>• Reflect on the practical strategies to implement general management principles for the learning environment.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Written report on general management principles, strategies for implementation and reflection on the implementation of the generated strategies. The written report is based on a few acknowledged readings related to the mentioned topics</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.3 Investigate and implement various approaches to learning environment management</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Various approaches to learning environment management are examined.</li> <li>• Various approaches to the management of the learning environment are implemented.</li> <li>• The effectiveness of the various approaches to learning environment management is evaluated.</li> <li>• A report on the effectiveness of the various approaches to learning environment management is presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine various approaches to learning environment management.</li> <li>• Implement various approaches to the management of the learning environment.</li> <li>• Evaluate various approaches to learning environment management.</li> <li>• Present a report on the effectiveness of the various approaches.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Written assignment on various approaches to the management of the learning environment</li> <li>• Practical implementation of the approaches to learning environment management</li> <li>• Presentation of report on the effectiveness of the approaches to learning environment management</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.4 Describe and develop effective ways of dealing with problems in various learning environment contexts</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>Proactive and preventative measures are compared with reactive restoration of order when the learning environment management is threatened.</li> <li>Effective ways of dealing with problems in a variety of contexts are developed.</li> <li>A variety of skills for coping with disruptive behaviour are identified.</li> <li>Orderly teaching and learning environments are established and maintained in a simulated situation.</li> <li>The effectiveness of establishment of an orderly learning environment in a situation is reflected upon.</li> </ul>	<ul style="list-style-type: none"> <li>Compare proactive and preventative measures with reactive restoration of order when learning environment management is threatened.</li> <li>Develop effective ways of dealing with problems in a variety of contexts.</li> <li>Identify a variety of skills for coping with disruptive behaviour.</li> <li>Establish and maintain orderly teaching and learning environments in a simulated situation.</li> <li>Reflect on the effectiveness of establishment of an orderly learning environment in a simulated situation.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Written assignment based on group debate on the comparison of proactive, preventative measures and reactive restoration of order measures</li> <li>Practical demonstration of dealing with problems, disruptive behaviour in a simulated situation</li> <li>Journal entry of reflection on effectiveness of establishment of an orderly learning environment</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.5 Research and develop management of learning environment strategies</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>Students with special needs or barriers to learning are identified and appropriate assistance simulated.</li> <li>Teaching and learning strategies are adjusted to cater for cultural, gender, ethnic, language and other differences amongst students.</li> <li>Differences in learning styles, pace and ability are accommodated in the planning and use of teaching and learning strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Identify students with special needs or barriers to learning.</li> <li>Simulate assistance to students with special needs or barriers to learning.</li> <li>Adjust teaching and learning strategies to cater for cultural, gender, ethnic, language and other differences amongst students.</li> <li>Accommodate differences in learning styles, pace and ability in the planning and use of teaching and learning strategies.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Analyse case study about students with special needs and identification of special needs</li> <li>Simulation of assistance.</li> <li>Reflective journal entry of accommodation of different learning styles, pace and ability of learning</li> </ul>	

### Topic 3: Reflective Teaching

<b>SUBJECT OUTCOME</b>	
<b>3.1 Explain reflective teaching and its value</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The meaning of reflective teaching is described.</li> <li>The reflexive competencies a teacher should have are explained.</li> <li>Examples of challenges that might be addressed by using reflective teaching sessions are analysed.</li> <li>A rationale for the values of reflective teaching is presented.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the meaning of reflective teaching.</li> <li>Explain the reflexive competencies a teacher should have.</li> <li>Analyse examples of challenges that might be addressed by using reflective teaching sessions.</li> <li>Present a rationale for the values of reflective teaching.</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES</b>
<ul style="list-style-type: none"> <li>• Journal entry on the meaning of reflective teaching</li> <li>• Written assignment on reflexive competencies a teacher should have</li> <li>• Analyse case studies containing examples of challenges that might be addressed by using reflective teaching sessions and answer questions</li> <li>• Oral presentation of rationale for the values of reflective teaching</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>3.2 Examine and modify techniques and tools used in reflective teaching</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The strategies, techniques and tools for reflective teaching are examined and compared.</li> <li>• A variety of strategies, techniques and tools for reflective teaching are linked to a range of contexts.</li> <li>• The strategies and techniques for reflective teaching are modified for own use, and own tools are developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine and compare the strategies, techniques and tools for reflective teaching.</li> <li>• Link a variety of strategies, techniques and tools for reflective teaching to a range of contexts.</li> <li>• Modify the strategies and techniques for reflective teaching for own use, and develop own tools.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Research and report on the strategies, techniques and tools used in reflective teaching</li> <li>• Mind-map or diagram of the linking of a variety strategies, techniques and tools to a range of contexts</li> <li>• Develop own strategies, techniques and tools for reflective teaching</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>3.3 Analyse and use the steps in reflective teaching in a simulated situation</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The steps for reflective teaching are analysed.</li> <li>• The steps for reflective teaching are applied in simulated practice.</li> <li>• The steps for reflective teaching are appraised by the use of own developed tool.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the steps for reflective teaching.</li> <li>• Apply the steps in simulated practice.</li> <li>• Appraise the steps using own developed tool.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Implementation of reflective teaching in simulated situation</li> <li>• Mural of appraisal of simulated practice</li> </ul>	

#### Topic 4: Assessment

<b>SUBJECT OUTCOME</b>	
<b>4.1 Explain key concepts and principles used in assessment</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Key concepts used in assessment are described.</li> <li>• The implications of continuous assessment are explained.</li> <li>• Assessment principles are investigated and presented.</li> <li>• Own opinion regarding key concepts and principles of assessment is expressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key concepts used in assessment.</li> <li>• Explain the implications of continuous assessment.</li> <li>• Investigate and present assessment principles.</li> <li>• Express own opinion regarding key concepts and principles of assessment.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Research and written report on key concepts used in assessment, as well as the implications of continuous assessment and assessment principles.</li> </ul>	



<b>SUBJECT OUTCOME</b>	
<b>4.2 Compare various assessment approaches and types of assessment</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• A variety of assessment approaches and types are investigated.</li> <li>• Methods of assessment most suitable for a variety of assessment contexts are assembled and organised.</li> <li>• Assessment methods and types are linked with people involved in assessment.</li> <li>• Assessment approaches, methods and types are reflected upon.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate a variety of assessment approaches and types.</li> <li>• Assemble and organise methods of assessment that are most suitable for a variety of assessment contexts.</li> <li>• Link assessment methods and types with people involved in assessment. <i>Parents, groups, peer and self</i></li> <li>• Reflect on assessment approaches, methods and types.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Mural display of assessment approaches and types linked to a variety of contexts and people involved in assessment</li> <li>• Oral presentation of reflection on approaches, methods and types of assessment</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>4.3 Investigate criteria for assessment</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Criteria for assessment are accessed and critiqued.</li> <li>• The coherence between criteria, assessment methods, tasks/ instruments and tools are described and explained.</li> </ul>	<ul style="list-style-type: none"> <li>• Access and critique criteria for assessment.</li> <li>• Describe and explain the coherence between criteria, assessment methods, tasks/instruments and tools.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Written assignment presentation</li> <li>• Diagram of coherence between criteria, assessment methods/instruments and tools</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>4.4 Select and adapt assessment tasks and strategies appropriate for a simulated specialised context</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Types of assessment tasks that are appropriate for a specialised context are investigated.</li> <li>• Four types of assessment tasks are selected, designed and developed appropriately for a specialised context.</li> <li>• The designed assessment tasks are reflected upon and adapted.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate types of assessment tasks that are appropriate for a specialised context.</li> <li>• Select four types of assessment tasks and design and develop appropriately for a specialised context.</li> <li>• Reflect on and adapt the designed assessment tasks.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Research and written report</li> <li>• Select and develop four types of assessment tasks based on analysed case studies</li> <li>• Journal notes based on group discussions and reflections</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>4.5 Identify and use a range of assessment strategies</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• A range of assessment strategies is investigated and identified.</li> <li>• A range of assessment strategies is selected and used in simulated contexts.</li> <li>• The assessment strategies used in simulated situations are appraised.</li> <li>• Own opinion of the strategies used in a simulated situation is expressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and identify a range of assessment strategies.</li> <li>• Select and use a range of assessment strategies in simulated contexts.</li> <li>• Appraise the assessment strategies used in simulated situations.</li> <li>• Express own opinion of the strategies used in simulated situation.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Observe, record and report in writing</li> <li>• Checklist used to appraise assessment strategies used in simulated situation</li> <li>• Journal entry on own opinion</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>4.6 Analyse and develop tools for recording and reporting of assessment judgments</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• A variety of tools for recording and reporting assessment judgements is investigated and analysed.</li> <li>• Assessment tools for recording and reporting assessment judgements are developed.</li> <li>• The effectiveness of the tools is reflected upon.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and analyse a variety of tools for recording and reporting assessment judgements.</li> <li>• Develop assessment tools for recording and reporting assessment judgements.</li> <li>• Reflect on the effectiveness of the tools.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Research and report on a variety of tools for recording and reporting assessment judgements</li> <li>• Develop tools for recording and reporting, based on case studies</li> <li>• Journal entry on the effectiveness of the tools – self-assessment</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>4.7 Investigate and provide feedback in constructive ways</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• A rationale for giving feedback is presented.</li> <li>• The meaning of constructive feedback is explained.</li> <li>• Feedback is applied in a variety of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Present a rationale for giving feedback.</li> <li>• Explain the meaning of constructive feedback.</li> <li>• Apply feedback in various contexts.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Written assignment on rationale for giving feedback</li> <li>• Journal entry on the meaning of constructive feedback</li> <li>• Written feedback based on case studies</li> </ul>	

SUBJECT OUTCOME	
<b>4.8 Explain key concepts and principles used in moderation</b>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Key concepts used in moderation are described.</li> <li>The implications of moderation are described.</li> <li>Moderation principles are investigated and presented.</li> <li>Own opinion regarding key concepts and principles of moderation is expressed.</li> </ul>	<ul style="list-style-type: none"> <li>Describe key concepts used in moderation.</li> <li>Describe the implications of moderation.</li> <li>Investigate and present moderation principles.</li> <li>Express own opinion regarding key concepts and principles of moderation.</li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> <li>Use case studies based on moderation, and answer questions.</li> </ul>	

#### 4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN ART AND SCIENCE OF TEACHING LEVEL 4

##### 4.1 Integrated summative assessment task (ISAT)

A compulsory component of the external assessment (ESASS) is the **integrated summative assessment task (ISAT)**. The integrated summative assessment task (ISAT) draws on the student's cumulative learning achieved throughout the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

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

- The students are assigned a task at the beginning of the year which they will have to complete in phases during the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

**OR**

- Students achieve the competencies throughout the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

The integrated assessment approach enables students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

##### 4.2 National Examination

A national examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application is suggested:

LEVEL 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30%	50%	20%