



education

Department:
Education
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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

ELECTRICAL SYSTEMS AND CONSTRUCTION

NQF Level 3

September 2007

ELECTRICAL SYSTEMS AND CONSTRUCTION– 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 Electrical Systems and Construction 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: Electrical Systems and Construction* to prepare for and deliver Electrical Systems and Construction. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - economic participation; and
 - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

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

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assessor; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student'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 PoE.

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

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

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. 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. Using rubrics is 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 ELECTRICAL SYSTEMS AND CONSTRUCTION

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 PoE account for the other 50 percent.

The PoE and the external assessment include practical and written components. The practical assessment in Electrical Systems and Construction 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

Electrical Systems and Operations, 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 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 PoE, its exact location must be recorded and it must be readily available for moderation purposes.

**ASSESSMENT OF ELECTRICAL SYSTEMS AND
CONSTRUCTION**

LEVEL 3

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN ELECTRICAL SYSTEMS AND CONSTRUCTION - LEVEL 3

Topic 1: Wire and commission a single-phase domestic installation

SUBJECT OUTCOME	
<p>1.1 Wire and commission a single phase domestic installation. <i>Range: Includes but is not limited to:</i> a. Wiring of distribution board, light switches, plugs, light fittings, geyser and stove point b. Install conduiting and cabling according to regulations c. Select surfex and cable sizes after performing the necessary calculations</p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Effectively wire and commission a single phase domestic installation. 	<ul style="list-style-type: none"> Understand all regulations and statutory requirements pertaining to the wiring and commissioning of a single phase domestic installation. Draw up or interpret plans, drawings and circuit diagrams that will satisfy the requirements. Install wire ways according to standard practice. Install distribution board, light switches, plugs, light fittings, geyser and stove point. Wire the installation using correct wire type, size and colour. Commission the single phase domestic installation.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Student is given the task to wire and commission a single-phase domestic installation. An oral or written test will precede the practical. Student is tested on interpretation of regulations, requirements, understanding of drawings and steps in the execution of the task. Student must draw up or interpret plans, produce a list of required components, tools and instruments for the successful execution of the task. The task can be done in a simulated environment. Students must be informed on the points of assessment, for example; neatness counts 5%. 	

Topic 2: Test and inspect a single-phase domestic installation

SUBJECT OUTCOMES	
<p>2.1 Test and inspect a single phase domestic installation. <i>Range: Includes but is not limited to:</i> a. Statutory requirements b. Reading of electrical drawings, plans and circuit diagrams c. Inspection documentation.</p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Effectively test and inspect a single phase domestic installation. 	<ul style="list-style-type: none"> Identify components inside supplier's meter box, consumer's distribution board and points of application Carry out all compulsory tests as laid down by the wiring regulations Complete the required documentation.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Student is given the task to test and inspect a single-phase domestic installation. An oral or written test will precede the practical. Student is tested on interpretation of regulations, use of measuring instruments, understanding of drawings and steps in the execution of the task. Student must interpret plans, produce a list of required, documentation, tools and instruments for the successful execution of the task. The task can be done in a simulated environment. Students must be informed on the points of assessment, for example; correct completion of test documentation counts 5%. 	

Topic 3: Fault find on alternating current (AC) and direct current (DC) systems

SUBJECT OUTCOME	
<p>3.1 Fault find on alternating current (AC) and direct current (DC) systems. <i>Range: Includes but is not limited to:</i> a. 250V single phase b. Equipment such as transformers, motors and control gear, domestic appliances, cables, lighting, switch gear and metering c. Safety, policy, installing and maintenance procedures</p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Effectively fault find on alternating current (AC) and direct current (DC) systems. 	<ul style="list-style-type: none"> Explain the principles and procedures to be applied during fault finding on single phase AC systems. Plan and prepare for fault finding on single phase AC and DC systems. Find faults on single phase AC and DC systems. Complete fault finding on single phase AC and DC systems.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Student is given the task to fault-find on alternating current (AC) and direct current (DC) systems. An oral or written test will precede the practical. Student is tested on interpretation of safety regulations, use of measuring instruments, understanding of drawings and steps in the execution of the task. Student must interpret plans, produce a list of required, documentation, tools and instruments for the successful execution of the task. The task can be done in a simulated environment. Students must be informed on the points of assessment, for example; correct completion of fault-finding within a specified time counts 10%. For each hour taken after the elapsed time, 5% is deducted from the total. 	

Topic 4: Operate on low voltage networks

SUBJECT OUTCOME	
<p>4.1 Operate on low voltage networks. <i>Range: Includes but is not limited to:</i> a. Switching, linking, safety testing and earthing of apparatus b. The importance of earthing of electrical appliances, installations and distribution systems.</p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Work done on low voltage networks is according to accepted occupational standards. 	<ul style="list-style-type: none"> Read and interpret low voltage network diagrams. State procedures for planning and preparing to operate on low voltage networks. Illustrate with sketches how earthing is achieved. State the steps taken in switching apparatus on low voltage networks. State the steps taken in isolating apparatus on low voltage networks. State the steps taken in safety testing and earthing apparatus on low voltage networks. Switch, isolate, earth, safety test apparatus on low voltage networks. Complete task and restore supply to low voltage network.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Student is given the task to operate on low voltage networks. An oral or written test will precede the practical. Student is tested on interpretation of low voltage regulations, use of measuring instruments, understanding of low voltage network diagrams and steps in the execution of the task. Student must interpret diagrams, produce a list of required, documentation, tools and instruments for the successful execution of the task. The task can be done in a simulated environment. Students must be informed on the points of assessment, for example; Correct completion of safety testing within a specified time counts 10%. For each hour taken after the elapsed time, 5% is deducted from the total. 	

Topic 5: Maintain lighting systems and demonstrate an understanding of energy efficiency

SUBJECT OUTCOME	
<p>5.1 Understand and maintain lighting systems. <i>Range: Includes but is not limited to;</i> a. Apply and adhere to electrical safety b. Identify and interpret drawings c. Connect luminaries d. Use and care for hand tools and portable power tools e. Record instrument readings f. Select, use and care for electrical measuring instruments g. Install electrical cables, conductors and luminair fixtures h. Maintain luminaries</p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Lighting systems are understood and maintained. 	<ul style="list-style-type: none"> • Know the principle of operation of lamps (incandescent, tungsten halogen, Hg- and Na-vapour, fluorescent) • Understand the circuitry needed to start and operate lamps (incandescent, tungsten halogen, Hg- and Na-vapour, fluorescent). • Explain the requirements pertaining to maintaining lighting systems. • Explain the requirements pertaining to regulations regarding lighting systems. • Explain the requirements pertaining to safety when maintaining lighting systems. • Do continuity, earth continuity, and insulation resistance testing on lighting systems.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Student is given the task to maintain lighting systems. An oral or written test will precede the practical. • Student is tested on interpretation of lighting systems, use of measuring instruments, understanding of lighting system diagrams and steps in the execution of the task. • Student must interpret diagrams, produce a list of required documentation, tools and instruments for the successful execution of the task. • The task can be done in a simulated environment. • Students must be informed on the points of assessment, for example; correct completion of testing within a specified time counts 10%. For each hour taken after the elapsed time, 5% is deducted from the total. 	

SUBJECT OUTCOME	
<p>5.2 Demonstrate an understanding of energy efficiency. <i>Range: Includes but is not limited to:</i> Energy input, output, losses, energy management and energy efficient devices</p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Lighting systems are understood and maintained. 	<ul style="list-style-type: none"> • Do calculations to show resistive losses in cables and also the influence of power factor correction. • Demonstrate an understanding of energy management by explaining the purpose of ripple relays and equivalents in geyser sub-circuits. • Demonstrate an understanding of energy efficient devices by comparing the power usage of various components and equipment.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Oral or written test to assess whether student understands losses, power factor correction, energy management, energy control devices, energy efficient devices and energy efficiency. • Practical demonstration done to compare energy efficiency of, for example; • Incandescent and fluorescent lamps. 	

4. SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN ELECTRICAL SYSTEMS AND CONSTRUCTION – 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 (ISAT) draws on the students' cumulative learning achieved throughout the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

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

- The students are assigned a task at the beginning of the year which they will have to complete in phases 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 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30 - 40%	50 - 60%	0 - 10%