



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

CERTIFICATE IN BASIC PRE-VOCATIONAL SKILLS

BRICKLAYING SYLLABUS

For implementation in 2024

Ministry of Education, Arts and Culture
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Certificate in Basic Pre-vocational skills, Bricklaying Syllabus

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1. Introduction

This syllabus describes the intended learning and assessment for Bricklaying in the Certificate in Basic Pre- vocational Skills Course. As a subject, Bricklaying is within the technological area of learning in the curriculum, but has thematic links to other subjects across the curriculum. Learning about technology includes applying knowledge of how to work more efficiently using tools, materials and processes. Technology is a specific way of solving problems through planning, design, realisation and evaluation. Learners develop the necessary employable skills, obtain practical experience from work, gain familiarity on how a workplace operate and improve on interpersonal skills.

2. Rationale

The purpose of the Bricklaying is to provide the learners with skills, ability and knowledge to apply basic bricklaying skills. This course is aim at preparing learners with special educational needs to qualify either as assistant to a trade or serve as a bridging course to vocational training. It also caters for learners who may not qualify for vocational training.

As a skills course, Bricklaying is intended to prepare learners to enter the industry in their chosen craft. This course is specifically designed for the learner to gain enough theoretical knowledge and practical skills of the world of work. After the completion of the course the learner should be able to:

- join a work set-up as an assistant;
- proceed to higher levels of training in the related trade;
- become self-employed and start and operate a small business successfully.

3. Aims

The Bricklaying syllabus promotes the following aims in the curriculum:

- foster an awareness of local, regional and national needs of Namibia and contribute towards development
- equip learners to play an effective and productive role in the economic life of the nation
- help learners to develop basic pre-vocational skills
- promote positive attitudes towards the challenges of co-operation, work, entrepreneurship and self-employment
- develop a sense of awareness of HIV and AIDS and the implications for personal life, society and the work environment
- encourage, inspire and strengthen work relationships and teamwork.

4. Inclusive education

A significant number of learners with learning barriers require adapted programmes in all the levels of education. Bricklaying demands for adapted programmes, learning environments, equipment and materials to support learners with learning and help them participate meaningful in education. As this subject is mainly offered in Resource Schools and learning support units, resource units in Inclusive Schools, adapted teaching approaches will enable nearly all the learners to achieve the competencies. The adaptation for assessment of learners with special educational needs must be done as prescribed in the Handbook for Centres by the Directorate of National Examinations and Assessment (DNEA). The accommodations prescribed in this handbook are not only for external examinations, but apply to learners from Grade 1 to 12.

Themes and topics in the Bricklaying syllabus and lesson presentation should be discussed from male and female perspectives in order to raise awareness of gender stereotyping, limitations set on gender equity and the promotion of gender fairness in all spheres of life. In the planned activities, it is important that males and females feel confident and comfortable in all topics and themes. Teachers should know and understand how to treat learners equally, and all materials should support gender equity.

5. Links to other subjects and cross-curricular issues

The cross-curricular issues include Environment Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD); Information and Communication Technology (ICT). These have been introduced to the formal curriculum to be dealt with in each subject and across all phases, because each of the issues deals with particular risks and challenges in our Namibian society. All our learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of our people's lives now and in future
- understand how these risks and challenges can be addressed on a national and global level
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources
- the challenges and risks caused by HIV and AIDS
- the challenges and risks to health caused by pollution, poor sanitation and waste
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face from globalization

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses. In this syllabus the following are links to cross-curricular issues:

HIV and AIDS	Environmental Education	Human Rights and Democracy	Entrepreneurship Education	ICT
Safety Precaution, Basic First Aid	Materials, Waste management	Employments rights	Job shadowing, Job Attachment	Drawing projects, Reading plans

6. Approach to teaching and learning

The approach to teaching and learning is based on a paradigm of learner-centered education described in ministerial policy documents and the *Learner-Centred Education in the Namibian Context: a conceptual framework (2003)*. This approach ensures optimal quality of learning when these principles are put into practice.

The aim is to develop learning with understanding and the knowledge, skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

In the teaching of skills courses the school should ensure that:

- all teachers of Certificate in Basic Pre-vocational skills recognise that they have to meet the particular needs of learners with special educational needs
- ensure that appropriate equipment and teaching materials are available to meet learners' needs

- the curriculum is flexible enough to encourage and enable all learners with different learning styles to experience success.

The teacher must decide, in relation to the learning objectives and competencies in Bricklaying to be achieved when:

- it is best to convey content directly;
- it is best to let learners discover or explore information for themselves;
- learners need directed learning; when they need reinforcement or enrichment learning;
- there is a particular progression of skills or information that needs to be followed;
- learners can be allowed to find their own way through a topic or area of content.

As productivity and progression in the Bricklaying Industry heavily depends on teamwork, working in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task on hand.

Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair- or group work is needed to complete it, otherwise learners will not see any relevance in carrying out tasks together. It is therefore advised that simulated kitchen operations form an integral part of everyday teaching and skills training. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their own work, under the teacher's guidance and supervision.

7. End-of-phase competencies

On entry to the Certificate in Basic Pre-vocational Skills phase, the learners are expected to show interest in Bricklaying and working in a construction setting.

Learners are expected to develop the following core skills:

- awareness of safety rules and regulations in the bricklaying operations
- master the correct usage and handling of hand tools
- identify different building material
- demonstrate the development of bricks and concrete
- illustrate understanding of different types of bonds
- construct simple walls and demonstrate plastering
- demonstrate basic drawing skills

On completion of the Bricklaying course in the Certificate in Basic Pre-vocational Skills, learners are expected to be able to demonstrate their creativity through competence in simple technological processes of investigating and exploring product ideas, making choices about design and / or materials and using appropriate basic hand tools and equipment, in order to make and evaluate a product.

8. Summary of the learning content

8.1 Overview

THEMES	TOPICS
1. Trade introduction	
	1.1 Bricklaying and trade
	1.2 Job profile
2. Safety and health	
	2.1 Hazard and risk control
	2.2 Workplace fire safety
	2.3 Emergency evacuation plan
	2.4 Product labels
3. Plan and organise work	
	3.1 Plan and prepare
	3.2 Sequence work safely
	3.3 Work in a team
4. Tools and machineries	
	4.1 Hand tools
5. Material knowledge	
	5.1 Essential raw materials
	5.2 Aggregates and mixes
	5.3 Damp proof course (DPC) and damp proof material (DPM)
6. Brickmaking	
	6.1 Gauging of material
	6.2 Cast concrete into moulds
	6.3 Cure and stack bricks/blocks
	6.4 Different kind of bricks
7. Construction	
	7.1 Foundation and outlines
	7.2 Walls
	7.3 Jointing
	7.4 Elevations, patterns and termination
	7.5 Plastering
	7.6 Removing constructions
8. Professional general knowledge	
	8.1 Drawing
	8.2 Design work
	8.3 Building physics
	8.4 Perform basic estimations, measurements and calculations
9. The working place	
	9.1 Working sites (field trips)
	9.2 Preparing of a construction side
	9.3 Professional behaviour

8.2 Themes of the syllabus in relation to NTA Units

THEMES and Topics of the syllabus		NTA Unit Standards and Elements (Version 2.0)
1. Trade introduction		
	1.1 Bricklaying and trade	N/A
	1.2 Job profile	N/A
2. Safety and health		
	2.1 Hazard and risk control	UNIT 1157, El. 1, 4
	2.2 Workplace fire safety	UNIT 1157, El. 2
	2.3 Emergency evacuation plan	UNIT 1157, El. 3
	2.4 Product labels	UNIT 1157, El. 5
3. Plan and organise work		
	3.1 Plan and prepare	UNIT 1, El. 1
	3.2 Sequence work safely	UNIT 1, El. 2,3
	3.3 Work in a team	UNIT 7, El. 1,2,3
4. Tools and machineries		
	4.1 Hand tools	UNIT 5, El. 1, UNIT 9 El. 1,
5. Material knowledge		
	5.1 Essential raw materials	UNIT 1788, El. 2
	5.2 Aggregates and mixes	UNIT 1788, El. 2, UNIT 8, El. 1
	5.3 Damp proof course (DPC) and damp proof material (DPM)	N/A
6. Brickmaking		
	6.1 Gauging of material	UNIT 4, El. 1
	6.2 Cast concrete into moulds	UNIT 4, El. 2
	6.3 Cure and stack bricks/blocks	UNIT 4, El. 3
	6.4 Different kind of bricks	UNIT 4, El. 4
7. Construction		
	7.1 Foundation and outlines	UNIT 8, El. 2
	7.2 Walls	UNIT 1788, El. 3,4, UNIT 7, El. 2, UNIT 9, El. 1,
	7.3 Jointing	UNIT 1788, El. 3,4
	7.4 Elevations, patterns and termination	N/A
	7.5 Plastering	UNIT 1788, El. 5,6
	7.6 Removing constructions	UNIT 3, El. 5
8. Professional general knowledge		
	8.1 Drawing	UNIT 9, El. 1, UNIT 1788, El. 1
	8.2 Design work	UNIT 1788, El. 1
	8.3 Building physics	UNIT 7, El. 1
	8.4 Perform basic estimations, measurements and calculations	UNIT 8, El. 1,2,3
9. The working place		
	9.1 Working sites (field trips)	UNIT3, El. 3, UNIT 7, El.1,2
	9.2 Preparing of a construction site	N/A
	9.3 Professional behaviour	UNIT3, El. 2, UNIT 7, El. 2

9. Learning content

9.1 Trade introduction

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.1 Bricklaying and trade		
<ul style="list-style-type: none">• know the different skills of a good bricklayer	<ul style="list-style-type: none">• explain the importance of good bricklaying work• identify applications in brick in his environment	<ul style="list-style-type: none">• explain with whom a bricklayer has to work at different work places• explain why becoming a bricklayer is an excellent career choice
1.2 Job profile		
<ul style="list-style-type: none">• understand job profile as well as labour rights	<ul style="list-style-type: none">• list the duties and functions of a bricklayer and construction worker• recall about the leave system, timetables and shift work	<ul style="list-style-type: none">• list the laws protecting a worker• name systems of retirement/pension and social/health insurances• explain minimum wages and tax payments• discuss risks of self-employment

9.2 Safety and health

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2.1 Hazard and risk control		
<ul style="list-style-type: none"> understand hazard and risks and know how to deal with 	<ul style="list-style-type: none"> explain the terms hazard and risks identify the different types of hazards in a workshop describe different kinds of hazards in a workshop describe the different ways of controlling hazards explain the basic National Occupational Safety Authority (NOSA) safety regulations in the working environment outline the importance of safety in the workplace and workplace security policies demonstrate the understanding of hazard control measures: <ul style="list-style-type: none"> list the safety rules in a workshop identify safety signs and symbols explain the purpose of safety signs and symbols define the meaning of safety signs and symbols explain use of different safety applications illustrate the right handling of loads to prevent back injuries check light/ ventilation before leaving the workshop apply measures with regard to transmittable diseases (hygiene, use of gloves, etc.) discuss risks regarding HIV and AIDS apply proper handling in case of wounds and hygiene regarding the risk of HIV and AIDS identify different types of personal protective equipment (PPE) describe the use of PPE wear protective clothing correctly flush eyes in case of contamination demonstrate the process of identifying and reporting hazards using appropriate procedures 	<ul style="list-style-type: none"> apply different ways of controlling hazards <ul style="list-style-type: none"> use of different PPE in the workshop follow safety procedures pertaining to operating power tools, chemicals and toxic liquids demonstrate workplace security procedures practice safety measures at a construction site apply the procedures followed to prevent/ act in electricity incidents and accidents identify safety notices identify Basic First Aid items: lint, scissors, bandages, plaster, methylated spirit, iodine, cotton wool, forceps demonstrate the use of Basic First Aid items demonstrate the procedures for dealing with emergency situations stipulate good storing and stacking practices apply extra care and extra gear in handling chemicals and unslaked lime demonstrate professional demeanour at workplace according to safety standards <ul style="list-style-type: none"> dressing equipment behaving

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
	<ul style="list-style-type: none"> • apply general safety measures in care and storage of tools 	
2.2 Workplace fire safety		
<ul style="list-style-type: none"> • know fire elements and the procedures to use a fire extinguisher 	<ul style="list-style-type: none"> • list fire prevention methods that apply in a workshop • identify types of firefighting equipment at the workplace • describe procedures to use the available firefighting equipment 	<ul style="list-style-type: none"> • show ways how to prevent fire in a workplace • outline how to select and use appropriate fire-fighting equipment
2.3 Emergency evacuation plan		
<ul style="list-style-type: none"> • understand an emergency evacuation plan 	<ul style="list-style-type: none"> • define the terms ‘emergency’ and ‘evacuation’ • identify the emergency situations that may occur in a workshop • identify the symbols in an emergency plan • follow emergency evacuation rules 	<ul style="list-style-type: none"> • interpret an emergency evacuation plan • demonstrate the evacuation procedures that apply in a workshop
2.4 Product labels		
<ul style="list-style-type: none"> • understand the product labels 	<ul style="list-style-type: none"> • list the label vocabulary words 	<ul style="list-style-type: none"> • explain first aid information on labels • interpret medical, pesticide and workplace product labels correctly • check tools for safety labels and servicing data

9.3 Plan and organise work

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3.1 Plan and prepare		
<ul style="list-style-type: none"> know the tools and equipment, the material and the personal protective equipment for the task 	<ul style="list-style-type: none"> get work instructions, including plans, specifications, quality requirements and operational details apply work instructions identify sign and barricade requirements follow safety requirements in accordance with safety rules 	<ul style="list-style-type: none"> select appropriate plant, tools and equipment to carry out tasks check plant, tools and equipment for service rectify or report any faults prior to commencement prepare appropriate materials for the work application identify environmental protection requirements practise recycle, re-use and reduce
3.2 Sequence work safely		
<ul style="list-style-type: none"> know how to sequence work according to professional standards 	<ul style="list-style-type: none"> demonstrate given instructions correctly demonstrate suitable completion of the work: <ul style="list-style-type: none"> clean plant, tools and equipment after use clear the work area and dispose of materials reused or recycled in a proper manner store the safety clothes according to professional standards re-arrange tools at appropriate place after use clean the workplace after completion of work outline the purpose of housekeeping 	<ul style="list-style-type: none"> demonstrate the sequencing of work task given demonstrate the preparations required to implement a given task organise the workplace to maximize safety and output demonstrate correct transporting of materials according to workplace procedures practice housekeeping regularly
3.3 Work in a team		
<ul style="list-style-type: none"> understand the importance of team work 	<ul style="list-style-type: none"> describe characteristics of a responsible team member <ul style="list-style-type: none"> wish to persist with allocated tasks identify appropriate sources of help and assistance of other team members accept information and feedback provided by other team members understand the individual role and responsibility within a team 	<ul style="list-style-type: none"> apply gained knowledge of being a responsible team member undertake work collaboratively to achieve agreed outcomes recognise her/his own abilities and limitations in undertaking team tasks

9.4 Tools and machineries

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
4.1 Hand tools		
<ul style="list-style-type: none">• classify different hand tools	<ul style="list-style-type: none">• identify tools in each category• label damaged tools• state the risk involved in using damaged tools	<ul style="list-style-type: none">• demonstrate the safe handling and use of tools• regularly check the tools regarding damage

9.5 Material knowledge

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
5.1 Essential raw material		
<ul style="list-style-type: none"> know about material used for construction 	<ul style="list-style-type: none"> label different building material list the main construction material needed to do bricklaying for a wall 	<ul style="list-style-type: none"> distinguish different qualities of sand, bricks, construction steel
5.2 Aggregates and mixes		
<ul style="list-style-type: none"> understand different aggregates and mixes 	<ul style="list-style-type: none"> define the term aggregator state two types of aggregators list different types of fine and coarse aggregator define mortar, plaster and mass concrete 	<ul style="list-style-type: none"> grade fine and coarse aggregate gauge aggregates using standard mixes
5.3 Damp proof course (DPC) and damp proof material (DPM)		
<ul style="list-style-type: none"> know about DPC and DPM 	<ul style="list-style-type: none"> name the types of damp proof material illustrate where DPC's and DPM's are used differentiate DPC and DPM 	<ul style="list-style-type: none"> explain the laying procedure apply DPC material support an experienced person in the fitting of the damp proof material

9.6 Brickmaking

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
6.1 Gauging of material		
<ul style="list-style-type: none"> perform the requested mix 	<ul style="list-style-type: none"> check the aggregates set up the mixing equipment mix cement, aggregate and water to meet job requirements 	<ul style="list-style-type: none"> determine the quantities of cement, aggregate and water according to job requirements monitor water content of mixture to prevent slumping when mould is removed
6.2 Cast concrete into moulds		
<ul style="list-style-type: none"> demonstrate the appropriate use of moulds 	<ul style="list-style-type: none"> pour concrete into the mould and compact it remove the mould without damaging fresh brick/blocks 	<ul style="list-style-type: none"> operate a brick/block making machine install protection of freshly made bricks/blocks
6.3 Cure and stack bricks/blocks		
<ul style="list-style-type: none"> apply the proper after-treatment 	<ul style="list-style-type: none"> remove bricks/blocks from the production area wet bricks/blocks in preparation for curing stack bricks/blocks without damaging them cover bricks/blocks keep bricks/blocks continuously damp 	<ul style="list-style-type: none"> experience the impact of proper or improper ways of covering the bricks/blocks and keeping them damp assess bricks/blocks for strength, dimension, shrinkage, density and surface texture
6.4 Different kind of bricks		
<ul style="list-style-type: none"> understand the structure and possible uses of different bricks 	<ul style="list-style-type: none"> identify different kind of bricks identifies applications in brick in his environment 	<ul style="list-style-type: none"> explain the pros and cons of using the different kind of bricks

9.7 Construction

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
7.1 Foundation and outlines		
<ul style="list-style-type: none"> realise prepare/ produce a proper foundation 	<ul style="list-style-type: none"> identify the foundation of the sole explain the need of a good foundation interpret projects through views develop a feeling for size/ expand of a building support an expert in formwork for cement work 	<ul style="list-style-type: none"> construct a foundation with concrete (using steel, stones or bricks, etc.) interpret projects through views and plans and models do formwork for cement work
7.2 Walls		
<ul style="list-style-type: none"> understand the construction and bonding of walls 	<ul style="list-style-type: none"> compare different types of walls: <ul style="list-style-type: none"> straight walls single return walls T-junctions demonstrate the building of a simple wall show understanding of bonding rules distinguish between different types of bonds 	<ul style="list-style-type: none"> illustrate types of bonds solve the bonding of the stated walls build the stated walls up to standard course build walls in Stretcher, English and English garden wall bond
7.3 Jointing		
<ul style="list-style-type: none"> realise the technique of jointing 	<ul style="list-style-type: none"> name types of joints and techniques sketch types of joints explain the procedure 	<ul style="list-style-type: none"> demonstrate jointing using specific tools
7.4 Elevations, patterns and termination		
<ul style="list-style-type: none"> realise outlook of a wall 	<ul style="list-style-type: none"> recall how to make a correct elevation list various possible patterns 	<ul style="list-style-type: none"> undertake wall terminator state how to make a security terminator on top of wall to protect area (e.g. by glass, wire, etc.) construct walls with different patterns
7.5 Plastering		
<ul style="list-style-type: none"> realise technics in plastering 	<ul style="list-style-type: none"> show knowledge of materials for plastering prepare background for plastering explore different plaster defects elaborate technics for finishing 	<ul style="list-style-type: none"> identify different materials for plastering grade suitable material for plaster apply plaster to different backgrounds identify plaster defects demonstrate plastering defects demonstrate a good finish

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
7.6 Removing constructions		
<ul style="list-style-type: none"> realise to tearing down old building elements and cemented elements or cut out pieces 	<ul style="list-style-type: none"> demolish old walls and cement constructions with hand tools split or cut bricks in half, parts 	<ul style="list-style-type: none"> sort the debris and waste material for possible recycling and to save the environment cut out/ hammer out pieces in walls (e.g. for windows, pipes, etc.)

9.8 Professional general knowledge

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
8.1 Drawing		
<ul style="list-style-type: none"> understand sketching of construction plans 	<ul style="list-style-type: none"> undertake standard practice in printing and line work sketch plans and elevations 	<ul style="list-style-type: none"> print given words within standard lines draw plans and elevations identify main features
8.2 Design work		
<ul style="list-style-type: none"> realise designs 	<ul style="list-style-type: none"> understand the different design stages search for materials/pictures 	<ul style="list-style-type: none"> identify the needs for design develop ideas around situations in their communities copy situation for designing propose formulate the design brief identify possible options to implement designs
8.3 Building physics		
<ul style="list-style-type: none"> understand major physics in construction work 	<ul style="list-style-type: none"> understand the accumulation of weight in construction and structural analyses (pressure points, archway constructions, pillars, metal use, idea of “overlapping” of layers) estimate the rough amount of material required for a task and its weight 	<ul style="list-style-type: none"> act accordingly when doing bricklaying work explain about hardening/trying out of plaster/cement and its strength at all phases describe the danger of cracks in walls
8.4 Perform basic estimations, measurements and calculations		
<ul style="list-style-type: none"> carry out basic estimations, measurements and simple calculations to determine task and material requirements for bricklaying 	<ul style="list-style-type: none"> apply an appropriate method of obtaining a measurement apply appropriate measuring instruments select an appropriate calculation method 	<ul style="list-style-type: none"> make estimates of routine workplace measures confirm and record measurements calculate material size, weight, volume and quantity for a bricklaying work task correctly confirm and record calculations

9.9 The working place

GENERAL OBJECTIVES <i>Learners will:</i>	YEAR 1 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>	YEAR 2 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
9.1 Working sites (field trips)		
<ul style="list-style-type: none">experience the nature of a construction site	<ul style="list-style-type: none">discuss features on working siteoutline work done and material useduse protective clothing correctlybehave adequately/according to rules	<ul style="list-style-type: none">behave adequately/according to rulesclassify work donegroup material and safety clothingmanipulate the cement mixer machine
9.2 Preparing of a construction site		
<ul style="list-style-type: none">know how to prepare a construction site for bricklaying	<ul style="list-style-type: none">demonstrate the erection of a scaffoldinglist the main tools/ material neededapply the correct storage of bricksleave the workplace in proper condition	<ul style="list-style-type: none">arrange and build up a scaffold for a small buildingprepare the workplace, place for mixing concrete, arm and connect the watermaintain the tools after use
9.3 Professional behaviour		
<ul style="list-style-type: none">show professional behaviour	<ul style="list-style-type: none">obey rules of punctuality and reliabilityapply safety regulationspractice how to maintain their work dress and safety equipment and clean hands/face, etc. after work	<ul style="list-style-type: none">operate with consistencepractice under hot and difficult weather conditionswork in teamssupport construction specialists/seniors at the construction site

10. Subject management

10.1 Timetabling

Timetabling should be done in such a way as to provide opportunities for longer teaching/learning sequences, cross-curricular teaching, and project work. Timetabling can be as flexible as possible, provided that the total time allocation is adhere to. The elective skills subject learning content covers 65% of time allocation to theoretical and practical activities of the syllabus. This will allow the learners to review and practice essential information and skills that will ensure that the learner maintains competence over time.

The compulsory supplementary subjects of the course are considered essential for all learners. The knowledge and skills that the learner will acquire in these subjects provides a foundation for effective performance in the workplace. These subjects take all together 35% of the time allocation in the course delivery.

Under optimal circumstances, the Bricklaying course will be timetabled as follows:

Key Learning Area	Subject	% Time	7- Day cycle	% Time	5- Day cycle
Supplementary Subjects	Communicative English	11%	6	10%	5
	Functional Numeracy	9%	5	10%	5
	Work Orientation	5%	3	4%	2
	Fundamental ICT	5%	3	6%	3
	Entrepreneurship	5%	3	4%	2
Certificate in Basic Pre-vocational Skills Subject*	Bricklaying	65%	36	65%	32
	TOTAL %	100%	56 periods of 40 minutes per cycle	100%	49 periods of 45 minutes per cycle
	TOTAL TIME		37 hours 30 min per cycle		36 hours per cycle

**Blocked lessons are required for most practical sessions.*

10.2 Resources and materials

Good management of resources, especially at school level can support curriculum intentions and ensure that learners benefit from effective, all-round education. It is hence expected that Bricklaying will be offered in a realistic and conducive environment. Successful training depends on the availability of appropriate and up to date resources and materials

10.3 Delivery considerations

This course is underpinned by learner-centred approaches regarding the course design, delivery and evaluation. Certificate in Basic Pre-vocational skills allows for a range of delivery modes in a variety of settings. Safe working procedures and practices should be applied in any vocational course. Teachers in vocational education should be aware of current health and safety requirements and adopt their teaching practices that reflect these requirements. Learners in this course require support and reasonable adjustment to achieve necessary level of competence. This should be determined on an individual basis through the collaborative planning process. Collaborative relationship should be developed between the skills teacher and the supplementary subject teacher to assist in learner centered instruction and assessment and in arranging effective delivery of the course.

11. Assessment

A learner-centred curriculum and learner-centred teaching use a broad range of knowledge and skills which are relevant to the knowledge-based society. The specific objectives in the syllabus state what understanding and skills a learner must demonstrate as a result of a teaching-learning process, and which will be assessed. However, it is intended that the curriculum be learning-driven, not assessment and examination driven. Assessment should be primarily used to aid the teacher to determine the mastery level achieved by learners and to give them feedback to meet specific objective in the various skills areas. Assessment and examination are to support learning.

This syllabus is grounded on the principle of inclusivity. Special arrangements, reasonable adjustments, accommodations and modifications must be visible in both continuous and summative assessment to enable each learner to access assessment.

11.1 Purpose of assessment

Assessment is intended to get a reliable picture of progress of the learner in terms of achieving the competencies of the syllabus. Ongoing assessment is necessary to monitor whether the learner is developing competence and to identify areas that will need more structured teaching and/ or further practice. In learner-centered education, assessing the progress and achievements of each learner continuously is an integral part of the teaching and learning process. Assessment is used as a tool to provide information to:

The learner

The information gathered about the learners' progress and achievement should be used to give feedback to the learners. It should highlight their strong and weak points providing suitable solutions.

The parents/ guardians

The parents/guardians should be regularly informed about the progress of their child, be encouraged to reward achievements and given suggestions as how they can support the learner's activities.

The teaching/learning process evaluation

The progress and achievements of the learner can be used by the trainer / teacher to evaluate the teaching and learning process in terms of the:

- relevance of content
- learner participation
- optimal use of group work
- individual work

Evidence of learner competence is reflected in specific knowledge and skill, and the application of that knowledge and skill. As this is a skills oriented subject, evaluation should focus mainly on practical application.

11.2 Types and methods of assessment

Continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment must be clear, simple and manageable, and explicitly anchored in a learner-centred principles and practice. Teachers must elicit reliable and valid information of the learner's performance in the competencies. As this course focuses on skills training, the majority of the assignments should reflect practical application. The Continuous Assessment must reflect 70% practical skills and 30% theory knowledge.

The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well and why, where and how they need to try more. The parents should be regularly informed about the progress of their

child in all subjects, be encouraged to reward achievements, and give suggestions as to how they can support their learning activities.

Formative assessment

Formative assessment is any assessment made during the school year in order to improve learning and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study
- assessment tasks help learners to solve problems intelligently by using what they have learned
- the teacher uses the information to improve teaching methods and learning materials

Summative assessment

Summative assessment determines the overall achievement of a learner and learning success. It takes place at the end of a learning cycle, programme or phase and is primarily used for assigning marks. Summative assessment may take many forms, e.g., paper and pencil tasks, interviews, performance tasks, journal entries, et cetera.

At the end of the Certificate in Basic Pre-vocational skills the progress and achievements of the learner is summed up. The summative assessment will consist of continuous assessment accumulated in the portfolio and a final assessment. This totals to the final course mark. On the basis of this, decisions have to be made as to whether or not a learner achieved all the, or enough, specific objectives to be certified.

Differentiated assessment

Differentiated assessment is based on the concept that learners differ in the way they process new learning. It is a continuous process whereby the teacher gathers information about the learner, before and after instruction through multiple sources to identify the learner's needs and strengths. Differentiated assessment indicates:

- a need for additional learning support individually or in a small group;
- adjustment of the assessment domains following the educational, psychological and social intervention;
- an adjustment or deviation of the assessment domain from the traditional assessment applicable to all learners.

Diagnostic assessment

Barriers to learning, strengths, learning difficulties and gaps in learning can be determined through diagnostic assessment, which takes place at any time during the learning process. Diagnostic assessment should include inputs from the multi-disciplinary s and/or the learning support team. It directs lesson planning and which learning and teaching methods should be used to support the learner.

Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term, the teacher, together with the learners, should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere and achievements of the class.

Informal methods

The teacher must assess how well each learner masters the competencies described in the subject syllabus and from this gain a picture of the all-round progress of the learner. In the Certificate in Basic

Pre-vocational skills this is done to a large extent in an informal way through observation of each learner's progress in learning and in practical application while they are:

- communicating
- applying knowledge
- identifying and using materials and equipment
- role playing
- interpreting, unravelling and evaluating case studies
- going on excursions
- investigating situations/scenarios
- making judgements
- working in a team, and
- in their general participation in and contribution to activities.

As the syllabus for Bricklaying is skills-orientated, emphasis should be placed on informal assessment, which will form 70% of the final mark.

Formal methods

The use of formal written tests can only assess a limited range of specific objectives expected in Communication and should therefore not take up a lot of time. It should take place occasionally and be limited to the time of one lesson period. As the syllabus for Bricklaying is skills orientated, formal assessment should make out not more than 30% of the final mark.

11.3 Alternative assessment

Alternative assessment is the utilisation of non-traditional approaches in judging learner performance. It is used to determine what the learner can do and cannot do, in contrast to what they do or do not know. Alternative assessment involves performance or tasks relating to real-life situations and is process-oriented. The outcomes of the alternative assessment will enable learners who are not academically strong to progress and develop their potentials and talents to the maximum.

This type of assessment formats may include:

- on-the-job or off-the-job practical assessments
- role-plays or simulations
- open-ended questions
- writing samples
- story or text retelling
- case studies
- small projects or assignments
- self and peer assessment
- teacher observations
- journals and learning logs
- interviews

Reasonable adjustments to assessment procedures and materials might be required to allow some learners to demonstrate competence. The degree to which a learner's special needs affect their demonstration of competence will vary from learner to learner and might vary from task to task.

Adjustments will be required where learners experience difficulty with language, reading and /or writing. Assessments for these learners should be structured to allow the learner to demonstrate their knowledge regardless of any reading, writing and language difficulties. The key principles of validity, reliability, fairness and flexibility should be considered when providing reasonable adjustments in assessment procedures and material.

When selecting the format of assessment the teacher should consider the context in which the knowledge will be applied. The type of assessment format selected should reflect consideration of the way in which the information will be used in practical application.

Various categories of alternative assessment involve:

(i) *Authentic assessment*

Authentic assessment integrates the assessment of traditional academic content with the knowledge and skills important to lifelong learning using a variety of techniques, including “real world” situations. The learner use their understanding of the subject to solve real world situations and problems. For an assessment to be authentic, the context, purpose, audience and constraints of the test should connect in some way to real world situations and problems.

(ii) *Oral-based assessment*

The oral-based assessment assesses the learner’s competencies without lowering the content, depth or level of the competencies. It is an oral assessment of the outcomes of teaching and learning of learners who might have mastered the competencies taught but is not able to demonstrate these competencies due to literacy and numeric difficulties they are experiencing. A checklist of appropriate questions should be developed with reference to the topic and specific objectives to be mastered.

(iii) *Performance-based assessment*

Performance-based assessment requires the learner to construct a response, create a product, or demonstrate application of knowledge in authentic context. Performance-assessment requires the development of new assessment tools and scoring rubrics. Performance-based alternative assessments may include portfolios, checklists, rating scales and rubrics. These are explained further as follow:

Portfolio

Portfolio assessment is an evaluation tool used to document learner knowledge and learning through series of learner-developed artefacts. Portfolio is kept in a folder or file and contains a collection of evidence of the achievements of a learner throughout the course.

Portfolios may include:

- selection of learner work, e.g. photographs, projects, reference materials, video or audiotapes and final product.
- guidelines for content selection
- criteria for evaluating process and product
- evidence of learner reflection

The portfolio contains the learners’ practical work throughout Year 1 and 2. A minimum number of practical exercises will have to be done continuously throughout the three terms in Year 1 and the two terms in Year 2. Each practical exercise will be weighted to a mark out of 10 marks, while projects will be weighted to mark out of 15. All the learners’ practical activities and project marks will contribute towards promotion in Year 1 and Year 2. Therefore all Year 1 and 2 marks need to be kept in a portfolio file and the processed mark will have to send to DNEA at the beginning of Term 3 of Year 2.

The overall portfolio mark will contribute 80% towards the final Year 1 promotion mark. Schools will have to submit sample work of learners to DNEA of at least 5% of the students enrolled for the overall subject. Schools are required to keep the portfolio for possible moderation by DNEA and/or Regional Education Offices.

Portfolio reflects the actual day to day learning activities of learners. Each learner should build up a portfolio during the course. The portfolio is kept in a folder, file or/and work books. The portfolio supports assessment and can aid the curriculum vitae of the job-seeker. Some portfolios are designed to present the learner’s best work, others are designed to show how the learner’s work has evolved

over time, and still others are comprehensive repositories for the entire learner's work. The portfolio must be made available to the verifier / moderator on request at any given time.

A portfolio comprises of:

1. Content sheet
2. Identification of learner (ID and/or Birth Certificate)
3. Résumé
4. Transcript of results
5. Portfolio evaluation form (completed per term)
6. Job attachment feedback/ reports
7. Continuous assessment mark sheets
8. Assignments, models/ projects, photos of work in progress or completed work, checklists topic tests, etc. - proof of work contributing to the continuous assessment marks
9. Reports on excursions
10. Proof of group (team) work (with clear assessing criteria)
11. Teacher's report (Narrative Report)
12. Moderator's report

The Skills Subject teacher administers the 'main' Portfolios – it stays in the classroom or workshop for the duration of the course. The Skills Training teacher starts to build up the portfolio's content, as stated above, adding the learners' work as referred to in number 8. By the end of the course, the supplementary subject teachers send in evidence of learners' course work to be added to the main portfolio – this then forms one portfolio with evidence of all the work done by the learner.

More guidelines/information on the portfolio may be found in the Assessment Manual.

Checklists, rating scales, and rubrics

Checklists, rating scales and rubrics are tools that state specific objective and allow teachers and learners to gather information and to make judgements about what learners know and can do in relation to the outcomes. They offer systematic ways of collecting data about specific behaviours, knowledge and skills.

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. This is similar to a light switch; the light is either on or off. They may be used to record observations of an individual, a group or a whole class.

A tick-off checklist is used to assess whether all required skills of a topic have been mastered. The grade descriptors for Basic Pre-vocational Skills Training of this document are applied. Basic Pre-vocational Skills Training syllabuses contain examples of checklists. The assessment of skills is done by:

- informally collecting information from parents on what is taking place at home;
- check listing the skills demonstrated;
- narration of the learner's potentials;
- developing an assessment tool (Portfolio, checklists, oral assessment, etc.) and used as the tool for assessing and monitoring the skills development.

Rating scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the learner. To continue the light switch analogy, a rating scale is like a dimmer switch that provides for a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of learners work.

Rubrics use a set of criteria to evaluate a learner's performance. They consist of a fixed measurement scale and detailed description of the characteristics for each level of performance. These descriptions focus on the quality of the product or performance and not the quantity; e.g., not number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate learner performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Examples of checklists, rating scales and rubrics are given at the end of the syllabus.

Recording progress

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class activities, practical activities, project work, assignments, homework and short tests may be recorded for continuous assessment. This will also help to determine learning support, not only during lesson presentation, but extended to after school hours sessions.

Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learners' actual level of achievement in the specific objectives, and are not related to how well other learners are achieving or to the idea that a fixed percentage of the learners must be awarded a Grade A, B, C, and so on (norm-referencing).

In criterion-referenced assessment, each assessment task must have an assessment rubric with criteria descriptors for what the learner must demonstrate in order to be awarded the grade. It is important that teachers in each department/section work together to have a shared understanding of what the criteria descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment be reliable.

11.4 Grade descriptors

The learner's level of achievement in relation to the specific objectives in the subject syllabus is shown in letter grades. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the specific objectives. The relation between the grades awarded and specific objectives are shown below.

Grade	% Range	Grade descriptors
A	80%+	Achieved objectives exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved objectives very well. The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	Achieved objectives well. The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	Achieved objectives satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of objectives to be considered competent. The learner may not have achieved all the specific objectives, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Ungraded.

11.5 Assessment objectives

The assessment will include, wherever appropriate, personal, social, environmental, economic and technological applications of Bricklaying. The assessment must take into account the learner's ability to communicate clearly and logically and apply conventions where appropriate.

There are four assessment objectives for Bricklaying courses.

Knowledge with understanding

Learners should be able to:

1. demonstrate the ability to state facts, recall and name items, recall and describe processes;
2. demonstrate the ability to apply and relate knowledge to basic design and manufacturing;
3. make reasoned arguments and anticipate consequences about outcomes of the design and realisation process;
4. demonstrate a crucial awareness of the interrelationship between design and the needs of society.

Design problem-solving

Learners should be able to:

1. identify clearly, from a situation, a specific need for which a solution is required and compose a design brief;
2. analyse a problem by considering any relevant functional, aesthetic, human, economic and environmental design issues and draw up a design specification;
3. generate a range of outline solutions to a design problem, giving consideration to the constraints of time, skills and resources;
4. test and refine the functional and aesthetic effectiveness of design solutions.

Design communication

Learners should be able to:

1. recognise information in one form and where necessary change it into a more applicable form;
2. propose and communicate ideas graphically;
3. develop ideas and represent details of form, shape, constructive movement, size and structure through graphical presentation.

Realisation

Learners should be able to:

1. plan and organise the work procedure involved in the realisation of a solution;
2. select, from a range of resources, those appropriate for the realisation of the product;
3. demonstrate appropriate manipulative skills by showing an understanding of materials and their characteristics in relation to their use;
4. demonstrate appropriate manipulative skills by showing the ability to correctly and efficiently use instruments and tools used in the realisation of a product.

11.6 Continuous assessment: detailed guidelines

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class and project activities should be recorded for continuous assessment. The continuous assessment mark will comprise of:

- topic tasks or tests of not more than 30 marks (30 minutes) – written or oral
- projects / assignments not more than 15 marks
- reports on excursions
- group (team) work
- role play
- job attachment feedback (in marks), etc.

In the Bricklaying course, the continuous assessment tasks are as follows:

Practical investigation: These assess the learners' ability to think and reason independently and to reflect critically on their own thinking. The assessments of practical skills is done during a practical activity where learners are required to plan and carry out investigations and collect report, and analyse information. Except for one major investigation or project during the first or second term, activities should assess not more than two skills and should not count more than 15 marks in the first, second and third term.

Projects: All the relevant stages in the portfolio should be taken into account. Each learner will undertake a personally identified project centred in the chosen option. The project, which will be internally marked and externally moderated, is expected to be completed over the final two terms of the course.

The work presented for assessment will be in the portfolio. The portfolio should include photographic evidence of the made product. Learners should be introduced to the framework and stages of a portfolio. Results achieved on tasks set on the application regarding the investigation and developing of the different stages within the proper framework, should be used as continuous assessment mark under the heading: "Practical Investigation / Topic Tasks".

The learner should manufacture the artefact according to their revised and refined proposed design and production plan set out in their portfolio to. A learner may opt for a product/artefact other than proposed and designed during the year. However, he/she should then first complete a new design and compile an appropriate design folder for that specific product/artefact before realising the design into a completed artefact.

The finished artefact must be tested and an evaluation report written on the outcome of these tests to be included in their design folder. The learners Portfolio, together with photographic evidence of the made artefact, would be externally moderated.

Team project: Throughout the duration of Basic Pre-vocational Skills training the learners will be involved in different project work. The individual projects for year 1 and 2 are skills based and are assessed for marks. However, during the course of year 2, it is expected of the learners to work together on a team project. This project will serve to:

- build team spirit
- understand how big projects need different planning
- realise that different team members have different roles/ functions
- internalise that communication is an integral part of working in a team
- observe leadership skills of trainees

The schools should plan a team project that has strong connections to skills learnt that are integrated with community social projects. Following are the examples of team projects that the schools may implement:

Examples 1: Bricklaying team project

The team plans to renovate a building on the school ground. They make a project plan, allocate a time frame, organise materials, divide tasks and implement the idea. A small ceremony could be held at completion of the project and also photographic evidence (of different stages of the project) should be gathered.

Example 2: Food preparation project

The team involves in hosting and catering for an event, e.g. Awareness day for Human Rights in the neighbourhood. Requirements are listed, time frames are drawn, and tasks are distributed. Photos of the event should be gathered.

Example 3: Welding and Metalwork project

The team could plan to support a farmer for a few days to fix the water pipe, fencing, and to repair trailers etc. This practical work could open up some trainees' pre-concepts about optional jobs and widen acknowledgement of own different skills. A small donation from the farm (such as metal for recycling, old machines etc.) could uplift the schools skills training resources.

Topic tasks: These are activities that most teachers already use in their day-to-day teaching. These are recorded, assessed activities that could introduce a topic, be used during the teaching of a topic and /or revision a topic. They may well include assessment involving competencies to do with locating information, conducting surveys, analysing information or presenting information.

Topic tests: Completed topics should be concluded with a test indicating the achievements of the learners in these topics. Written tests are specifically set by the teacher to assess the learners' achievements in relation to competencies specified in the syllabus and should consist of both short questions and more structured questions.

End-of-term test: This will be a more comprehensive topic test of the term's work. No homework should be assigned during the time of writing the end of term tests. End-of-term test should not consist of more than 30 marks, whether the special arrangements and considerations were applied.

This end-of-term test should be skills orientated. The tests may be a written or oral test, taking the ability of the individual learner into consideration. Learners who need special arrangements for formal assessment, such as extra time, a scribe, a transcriber or a reader, should be arranged for and accommodated throughout the course.

Continuous Assessment Year 1						
Components	Term 1		Term 2		Term 3	
	Number & Marks	Total CA	Number & Marks	Total CA	Number & Marks	Total CA
Practical investigations			1x10	10	1x10	10
Projects	2x10	20	1x10	10	2x10	20
Topic tasks	2x10	20	2x10	20	2x10	20
Topic tests	2x15	30	2x15	30	2x10	20
End-of-term tests	1x30	30	1x30	30	1x30	30
Term mark		100		100		100
Weighted term mark		100		100		100

Continuous Assessment Year 2						
Components	Term 1		Term 2		Term 3	
	Number & Marks	Total CA	Number & Marks	Total CA	Number & Marks	Total CA
Topic tasks	2 x 10	20	1 x 10	10	1 x 10	10
Topic test	2 x 10	20	1 x 10	10	1 x 10	10
End-of-term test	1 x 20	20	1 x 20	20	1 x 20	20
Portfolio	1 x 10	10	1 x 10	10	1 x 10	10
Projects	2 x 15	30	1 x 30	30	Team project	10
Job attachment			3 weeks	20	4 weeks	40
Term mark		100		100		100
Weighted term mark		100		100		100

End-of-term test: detailed guidelines

At the end of each trimester there will be internal end-of-term test. The purpose of this test is to focus on how well learners can demonstrate their thinking, communication, and problem-solving skills related to the areas of the syllabus which are most essential for continuing in the next trimester. The test will also guide to evaluate which learners might need more learning support. The end-of-term test should apply special arrangements and considerations that are responsive to the special education needs of all learners. Preparing for and conducting this test should not take up more than two weeks altogether right at the end of the term.

Portfolio

The portfolio, which serves as evidence of the learners' work, must be submitted every term for grading in accordance with the mark scheme. This mark scheme is to evaluate the presentation of the portfolio and quantity of evidence submitted. The portfolio mark is compared to a specific mark scheme in order to form a comprehensive evaluation of each portfolio section. The grading system is highly aligned with the portfolio work submitted by the learner.

Portfolio Marks Year 1 & 2

Year 1					Year 2				Certification Mark	
Term 1		Term 2		Total CA	Term 3		Term 4	Total CA		
Number & Marks	Total CA	Number & Marks	Total CA	T1 CA + T2 CA	Number & Marks	Total CA	Number & Marks	T3 CA + T4 CA	Total CA Mark Year 1 + Total CA Mark Year 2	Total CA Mark (TCA/100 x 100)
1x25	25	1x25	25	50	1x25	25	1x25	50	100	%

11.7 Job attachment

The purpose of job attachment is to acquaint the Bricklaying learner with exactly virtual work experience as well as to develop their knowledge, skills and attitudes that are essential in today's industry. Job attachment is envisioned as follows:

Trimester	Length	Description	Key Elements
First trimester	3 weeks = 120 hours (15 days x 8 hours)	One-on-one observation of a learner at the place of employment	<ul style="list-style-type: none">• A teacher to conduct a pre-placement orientation• First week the learner shadows and does one-on-one observation of a worker at the place of employment• Second and third week the learner follows a planned learning activities that must be recorded in the log book
Second trimester	4 weeks = 160 hours (20 days x 8 hours)	A stimulated work experience that provides the learner with extensive variety of work experiences	<ul style="list-style-type: none">• A personalised placement learning plan must be included in the log book• Integrates classroom and workplace learning• Involves learner assessment• Involves reflective learning

It is advisable that the learner shadows the artisan for one week, and then starts working gradually for the remainder of the time. The job attachment sessions may be planned and implemented to fit the circumstances and available time of the school. It need not be a full month at once, but may be broken up in for example two weeks sessions.

Teachers are expected to arrange these sessions and to visit learners at the workplace during job attachment sessions to evaluate their involvement, work performance and conduct in the place of work (called sight-visits). At the same time, it should be requested from the management of the place of work to write a short report on the involvement, work performance and conduct of the learner. A template of such report must be planned and be availed to the management of the establishment. These completed reports should be added to the portfolio content for verification. Furthermore these reports should serve to:

- upgrade and/or adjust skills training if needed
- assist the learner-assistant in areas pointed out in the reports
- work with the industry to determine whether the training is still in line with what is required

More guidelines are provided in the job attachment manual or log book.

11.8 Certification marks

The promotion marks are calculated as follows:

Promotion Mark Year 1 and 2				
	Term 1	Term 2	Term 3	Total
Term mark	100	100	100	300
CA mark	300÷3			100
Promotion mark	(CA Mark Term 1 + CA Mark Term 2 + CA Mark Term 3) ÷ 3			100

The certification marks are calculated as follows:

Certification Mark			
	Year 1	Year 2	Total
Term mark	100	100	200
Certification mark	(Year 1 + Year 2) ÷ 2		100

11.9 Specification grid

A rigid association between particular assessment objectives and individual components of assessment is not appropriate since any of the objectives can be assessed in any question. Nevertheless the components of the scheme will differ in the emphasis placed on the various objectives.

The Specification grid below is for general guidance only and illustrates where particular objectives might receive most emphasis on the various components for both the End-of-term test and for Continuous Assessment. It also indicates the weighting allocated to each objective for both continuous assessment and for the written test.

Assessment objectives for written test	
Components	Weighting
Assessment objective A Basic knowledge with understanding	20%
Assessment objective B Design problem solving	20%
Assessment objective C Design communication	10%
Assessment objective D Realisation	50%
Total	100%

Assessment objectives for continuous assessment	
Components	Weighting
Assessment objective A Basic knowledge with understanding	20%
Assessment objective B Design problem-solving	10%
Assessment objective C Design communication	10%
Assessment objective D Realisation	60%
Total	100%

11.10 Assessment rubrics/criteria

Rubrics use a set of criteria to evaluate a learner's performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. The marking rubrics should ideally be less than one page altogether.

Checklist is a focussed diagnostic tool listing performance criteria, which can be used to plan learner progress over time. It can list actions, descriptions, skills, concepts, processes, and/or attitudes that a teacher checks off as he or she observes them. It can be used to assess written work or other products such as oral presentations, art and media works, and models.

The teacher may work from the prepared checklist or marks to checks each element as it occurs. The score is the total number of items that are checked. Various gradations in quality are not recognized unless the checklist specifies that something be done "exceptionally," "very well", "satisfactorily," or in some other way that brings quality into question.

A topic task, investigation, observation or a project

General objectives are used to plan instruction and to evaluate learner's performance on the same objectives. After the planned activities, learners are assessed to determine how well they learned. Evaluation is achieved through observation during the activities, and through specific assessment tasks.

Steps to develop a checklist:

1. Identify the general objective
2. List target behaviours, skills or specific learning objectives separately
3. Organize the checklist sequentially
4. Determine how record keeping will be done

Guidelines on checklist:

1. Teachers may adjust these example grids to the needs of their learners.
2. The application of checklists & marking grids are compulsory.
3. The format is just a recommendation, it is not pre-scribed.
4. These Checklists and Evaluation Grids should forms part of the Portfolio
5. The Checklists and Evaluation Grids in the syllabus do not cover all the topics. It is expected of teachers to use these as examples and create their own as needed.
6. Each topic should have at least one Checklist or Evaluation Grids, but may have more than one depending on the specific learning objectives expected to achieve.

Annexe 1: Glossary of terms

acquaint	to make somebody aware of or familiar with something
aesthetics	how something looks, especially when considering how pleasing it is
analyse	examine information in detail to discover patterns or relationships
axonometric	used to describe a method of drawing a 3-dimensional object so that the vertical and horizontal axes are drawn to scale but the curves and diagonals appear distorted
calculate	a numerical answer is required - working must be shown
classify	to assign things or people to classes or groups
communication (graphical)	the exchange of information between individuals, by means of speaking or using a system of signs or behaviour (drawing)
compare	find resemblances and differences
conceptualise	to arrive at a concept or generalization as a result of things seen experienced or believed
define	give the exact meaning of
demonstrate	to show or prove something clearly and convincingly
describe	write down what you do, or what you would see, in as much detail as possible
determine	use the information given to work out the answer
discuss	give a critical account of the points involved in the topic
display	to make something visible or available for others to see
distinguish	show the difference between one or more variables
ergonomics	the study of how a workplace and the equipment used there can best be designed for comfort, safety, efficiency and productivity
evaluate	use the information provided to make a judgement about something
explain	give a reason for your answer
give/state/write	write down your answer

Annexe 1: Glossary of terms *(continued)*

identify	find out what is unique about a material or situation / recognise
interpret	reasoning or some reference to theory, depending on the context / explain the meaning of something
investigate	examine a problem in a systematic way
list	name or write a number of items to form a record
M&T	mortise and tenon which is a type of joint
media	the various means of mass communication thought of as a whole, including radio, television, magazines and newspapers, together with the people involved in their production
NOSA	National Occupational Safety Association which set safety standards for industry
oblique	sloping or joining something at an angle that is not a right angle
PVA	polyvinyl acetate is a component of a widely used glue type, commonly referred to as wood glue, white glue, carpenter's glue, school glue or PVA glue
pictorial	containing illustrations or photographs as opposed to written text (3-D sketches)
principle	the basic way something works
recognise	be aware of a fact or problem
relate	find the relationship between one or more variables
report	to give information about something that has happened
research	methodical investigation into a subject in order to discover facts, to establish or revise a theory or to develop a plan of action based on the facts discovered
scale	a ratio representing the size of an illustration or reproduction, especially a map or a model, in relation to the object it represents
select	choose from a number of alternatives
sketch	in case of diagrams, make a simple, freehand drawing and in graph work, the shape and/or position of the curve should be given
specification	a detailed description of a particular thing, especially one detailed enough to provide somebody with the information needed to make that thing
technology	scientific knowledge used in practical ways in industry
time management	to plan and execute a task within a given period
triangulation	a navigation technique that uses the trigonometric properties of triangles to determine a location or course by means of compass bearings from two points a known distant apart.
wasting	misuse / use to no purpose / extravagant or ineffective use of an asset or materials

Annexe 2: Tools and materials

Setting out tools	Tools / materials used
	<ul style="list-style-type: none">• steel rule• steel square• tape measure• building line
Bricklaying tools	
	<ul style="list-style-type: none">• trowel• spirit level• builders bucket• spade / shovel• jointer• gauge rod
Cutting tools	
	<ul style="list-style-type: none">• club hammer• bolster• comb hammer• cold chisel
Digging tools	
	<ul style="list-style-type: none">• mattock• pick• shovel• spade
Plastering tools	
	<ul style="list-style-type: none">• plastering trowel• wooden float• hawk• corner tools

Annexe 3: Portfolio evaluation form
Learner Name: _____

Skills: _____

Term: _____

Criteria										Total Marks	Marks Obtained
1. Overall Appearance of File											
Neatness										1	
Organization of Content according to the Table of Content & Checklist										1	
File Covered										1	
2. Learner Personal Information											
Information Complete										1	
Copy of Learner Identification										1	
3. Skills Subject Evidence											
Tasks, Tests, Practical Exercises, Projects										7	
4. Supplementary Subject Evidence											
Functional Numeracy										8	
Communication										9	
Work Orientation										8	
Fundamental ICT										8	
Entrepreneurship										8	
Total										53	
Final Mark(÷53x25)										25	

Evaluator's Comment:	
Evaluator's Name:	Evaluator's Signature:
	Date: _____
HOD Name:	HOD Signature:
	Date: _____

Annexe 4: Checklist form

Topic:								
Name:				Date:				
Competency descriptions								
Outcomes		Achieved exceptionally well	Achieved very well	Achieved well	Achieved satisfactorily	Achieved minimum	Ungraded.	Total
1		6	5	4	3	2	1	
2		6	5	4	3	2	1	
3		6	5	4	3	2	1	
4		6	5	4	3	2	1	
5		6	5	4	3	2	1	
TOTAL:								
Grading		Achieved exceptionally well: 80%	Achieved very well: 70-79%	Achieved well: 60-69%	Achieved satisfactory: 50-59%	Achieved minimum: 40-49%	Ungraded: 0 -30 %	
Grade		A	B	C	D	E	U	

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Annexe 5: Continuous assessment harvesting form

Skills Subject: Bricklaying						School:									
Trimester: _____						Year: _____									
Name of learner:	Practical investigations/Projects					Topic tasks					Topic tests				
	Safety	Basic hand tools	Materials	Construction	General Knowledge and Skills	Safety	Basic hand tools	Materials	Construction	General Knowledge and Skills	Safety	Basic hand tools	Materials	Construction	General Knowledge and Skills

Subject Teacher: _____

Date: _____

Head of Department: _____

Date: _____

Annexe 6: Continuous assessment record form: Year 1

School:..... Subject:..... Year:..... Teacher:.....	Term	Practical Investigation	Project 1	Project 2	Topic Task 1	Topic Task 2	Total / 50 A	Topic Test 1	Topic Test 2	End-of-term Evaluation (ETE)	Total / 50 B	Total Term Mark (Term 50+50/100)	Promotion Mark (Term 1 + 2/100)	Symbol
Learner Name		10	10	10	10	10	50	10	10	30	50	100	%	A-U
1.	1													
	2													
2.	1													
	2													
3.	1													
	2													
4.	1													
	2													
5.	1													
	2													
6.	1													
	2													
7.	1													
	2													
Subject Teacher							Date:				Average Mark	Term 1		
Head of Department / CBPVS Co-ordinator							Date:					Term 2		
Principal							Date :							

Annexe 7: Continuous assessment record form: Year 2

Skills Subject:.....										YEAR:										
SCHOOL:										TEACHER:										
Name of Learner	Term 1									Term 2							CERTIFICATION MARK			
	Topic Task 1	Topic Task 2	Project 1	Project 2	Topic Test 1	Topic Test 2	End-of-term 1 Test	Total CA Term 1	Term Mark (TCA /100 x 100)	Topic Task 1	Topic Test 1	Project	End-of-term Test (ETT)	Practical Examination	Total CA Term 2	Total Term Mark (TCA /100 x 100)	Year 1 Promotion CA + Year 2 Promotion CA)	CA (Year 1 + Year 2)	% PERCENTAGE	SYMBOL
	10	10	20	20	10	10	20	100	100	10	10	20	20	40	100	100	200	200		A-U
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				

Subject Teacher:.....

Date:.....

Head of Department:.....

Date:.....

CBPVS Co-ordinator:

Date:.....

Principal:.....

Date:.....

Annexe 8: Portfolio mark Year 1 & 2

Skills Subject:.....								YEAR:							
SCHOOL:								TEACHER:							
Name of Learner	YEAR 1						YEAR 2						CERTIFICATION MARK		
	Term 1		Term 2		Total CA		Term 3		Term 4		Total CA				
	Term 1 CA Mark	CA / 25 x 100 (%)	Term 2 CA Mark	CA / 25 x 100 %	Promotion Mark T1 CA + T2 CA		Term 3 CA Mark	CA / 25 x 100	Term 4 CA Mark	Term 4 CA / 25 x 100	Promotion Mark T3 CA + T4 CA		Total CA Mark Year 1 Promotion Mark + Year 2 Promotion Mark)	Total CA Mark (TCA /100 x 100)	SYMBOL
	25	%	25	%	50	%	25	%	25	%	50	%	100	%	A-U
1. Example	4	16	10	40	14	28	10	40	17	68	27	54	41	41	E
2.															
3.															
4.															
5.															
6.															
7.															

Subject Teacher:.....

Date:.....

Head of Department:.....

Date:.....

CBPVS Co-ordinator:

Date:.....

Principal:.....

Date:.....

Annexe 9: Certification mark

Skills Subject:.....					YEAR:						
SCHOOL:.....					TEACHER:						
Name of Learner	Year 1				Year 2				CERTIFICATION MARK		
	Term 1	Term 2	Total CA Year 1 T1 + T2) (A)	(TCA /100 x 100)	Term 3	Term 4	Total CA Year 2 (T3 + T4) (B)	(TCA /100 x 100)	Year 1 Promotion CA + Year 2 Promotion CA)/200	TCA Year 1 + TCA Year 2/ X100	SYMBOL
	100	100	100	%	100	100	100	%	200	%	A-U
1.											
2.											
3.											
4.											
5.											
6.											
7.											

Subject Teacher:.....

Date:.....

Head of Department:.....

Date:.....

CBPVS Co-ordinator:

Date:.....

Principal:.....

Date:.....



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