



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CIVIL TECHNOLOGY

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

GRADE 12

2018

These guidelines consist of 29 pages.

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SECTION 1

1. INTRODUCTION

The 16 Curriculum and Assessment Policy Statement subjects which contain a practical component all include a practical assessment task (PAT). These subjects are:

- AGRICULTURE: Agricultural Management Practices, Agricultural Technology
- ARTS: Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- SCIENCES: Computer Applications Technology, Information Technology
- SERVICES: Consumer Studies, Hospitality Studies, Tourism
- TECHNOLOGY: Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design.

A practical assessment task (PAT) mark is a compulsory component of the final promotion mark for all candidates offering subjects that have a practical component and counts 25% (100 marks) of the end-of-year examination mark. The PAT is implemented across the first three terms of the school year. This is broken down into different phases or a series of smaller activities that make up the PAT. The PAT allows for learners to be assessed on a regular basis during the school year and it also allows for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. It is therefore important that schools ensure that all learners complete the practical assessment tasks within the stipulated period to ensure that learners are resulted at the end of the school year. The planning and execution of the PAT differs from subject to subject.

SECTION 2

2. GUIDELINES FOR THE TEACHER

(These guidelines must be explained clearly to the learners.)

2.1 The structure of the PAT for Civil Technology

The PAT demonstrates the skills the learner has mastered. The PAT is assessed at intervals and requires the learner to engage in multiple practical sessions. During the weekly sessions, skills, such as simulation, experimentation, hand skills, tool skills, machine skills and workshop practice are honed and perfected to the point where the learner may engage in the tasks set out for that particular term. The PAT accounts for 25% of the learner's promotion mark.

2.2 Management of the PAT

The PAT should commence in term 1, as this is a lengthy and drawn out process and **CANNOT** be left to the last minute. The model should be made over THREE terms. Making the model starts in term 1 and is done with phase 1 in term 1. Phase 1 must be completed, marked and internally moderated term 1. Phase 2 must be completed, marked and internally moderated by **30 August 2018**.

- (a) All the phases of the PAT should be completed and presented for assessment by the end of **August 2018** to allow sufficient time for the external moderation.
- (b) During this phase, the teacher will do any final assessments that are outstanding. All the phases of the PAT are kept safely until the moderation process is completed (both provincial and national moderation).
- (c) **The internal moderator/HOD must conduct moderation of the PAT throughout the year.**
- (d) It is imperative that the criteria are adhered to from the beginning, as this will form the basis for assessment.
- (e) Teachers cannot penalise learners on points that are not included in the initial criteria. When learners are selected during moderation (face moderation), they may be required
- (f) to showcase their skills and knowledge.

All teachers must design a pacesetter to indicate the completion dates for the different stages of the PAT. The teacher must manage this process to avoid crisis management and unnecessary stress nearer to the completion date of the PAT. This pacesetter must also be given to the learners.

The submission dates for the different sections of the PAT, as indicated in the pacesetter, should be given to learners in writing.

2.3 Administration of the PAT

The PAT should be based on real-life situations and should be administered and completed under controlled conditions.

After studying the guidelines teachers must explain the different stages of the PAT and the criteria, as indicated in the rubrics and mark schedules, to the learners. This will ensure that learners and teachers have a common understanding of the assessment tools and what is expected of the learners.

Teachers are requested to make copies of **SECTIONS 3 TO 5 (relevant area of specialisation)** of this document and hand it to the learners **together with the assessment criteria of the PAT** not later than the **first week of February 2018**.

The products/models should not leave the classroom/workshop and must be kept in a safe place at all times when learners are not working on it.

2.4 Assessment and moderation of the PAT

The PAT for Grade 12 is externally set and moderated, but internally assessed by the teacher and moderated by the internal moderator/HOD.

2.5 Assessment

Frequent developmental feedback is needed to guide and support to the learner to ensure that the learner is on the right track.

Both formal and informal assessment should be conducted on the different tasks that constitute the PAT. Informal assessment can be conducted by the learner himself or herself, by a peer group, or by the teacher. Formal assessment should always be conducted by the teacher and the results will be recorded.

The teacher must take into account the requirements of the assessment of all the phases of the PAT and therefore plan the assessment programme of the PAT accordingly.

2.6 Moderation

During moderation of the PAT all phases of the PAT must be presented to the internal and external moderators.

Where required, the moderator should be able to call on the learner to explain the function and principles of operation and also request the learner to exhibit the skills acquired through the capability tasks for moderation purposes.

SECTION 3**3. GUIDELINES FOR THE LEARNER****3.1 Construction tasks**

The practical assessment task (PAT) consists of TWO phases to be completed over three terms.

The PAT should be done over THREE terms starting in term 1 with phase 1 and phase 2.

TIME SCHEDULE FOR THE COMPLETION OF THE PAT:

It is recommended that learners and teachers use this time schedule to finish the PAT in the allocated time.

TIME FRAMES FOR THE COMPLETION OF THE PAT:

TERM	WORK TO BE DONE
Term 1	Phase 1 and 2
Term 2	Phase 2
Term 3	Phase 2

3.1.1 Instructions to the learner

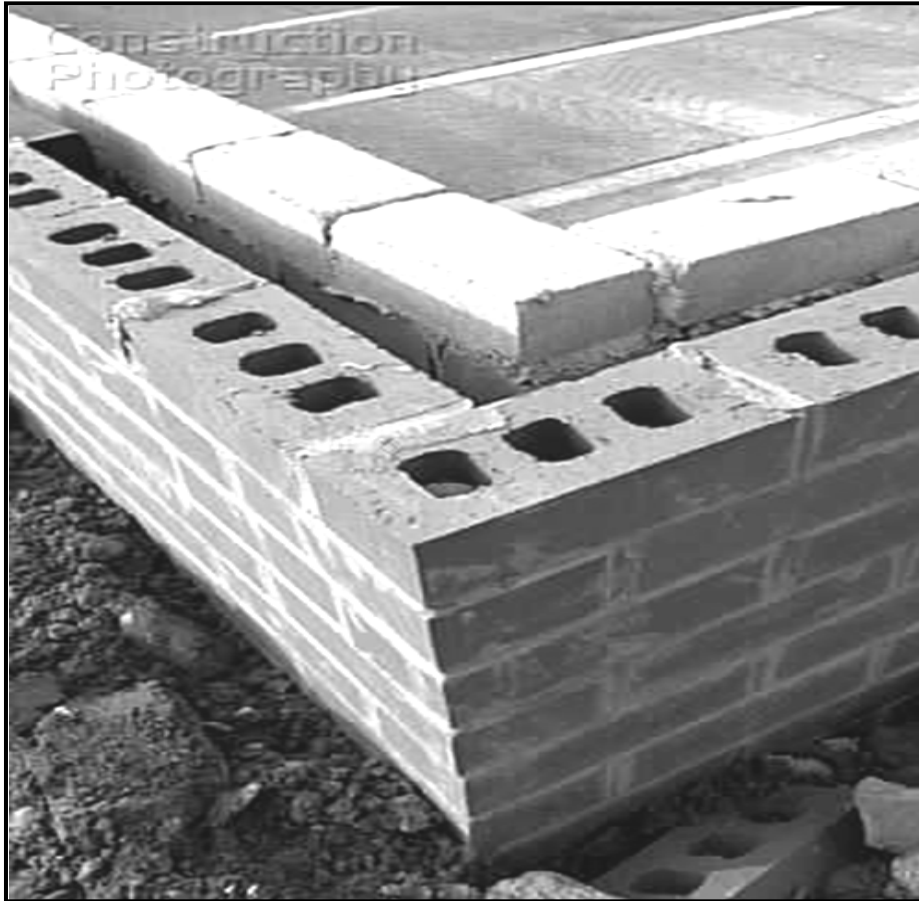
Learner's name: _____

Time Allowed: 1st to 3rd term

- This practical assessment task counts 25% of your final promotion mark.
- All work you produce must be your own effort.
- Use your discretion where dimensions and/or information have been excluded.
- Where available you may use electronic equipment, e.g. cellphones, cameras, digital cameras, etc. to document your progress.
- **The product/model should not leave the classroom/workshop and must be kept in a safe place at all times when you are not working on it.**

3.1.2 Phase 1: Brickwork**Term: 1****Duration of phase 1: 2 hours per learner****Mark allocation: 20 marks****Task: Dry packing of bricks for a cavity wall**

The picture below shows the corner of a cavity wall.

**Instructions:**

- Dry pack the bricks for a cavity wall just above floor level with a 50 mm cavity, 5 courses high and 3 bricks long.
- Insert wall ties where required.
- Create weeping holes.
- Insert DPC in the wall to show how water will run out at the weep holes.

Tools and materials needed:

- Spirit level
- Tape measure
- Builder's square
- Chalk line/Straight edge
- Approximately 60 bricks per learner
- 3 wall ties (can be bent using binding wire) per learner
- DPC

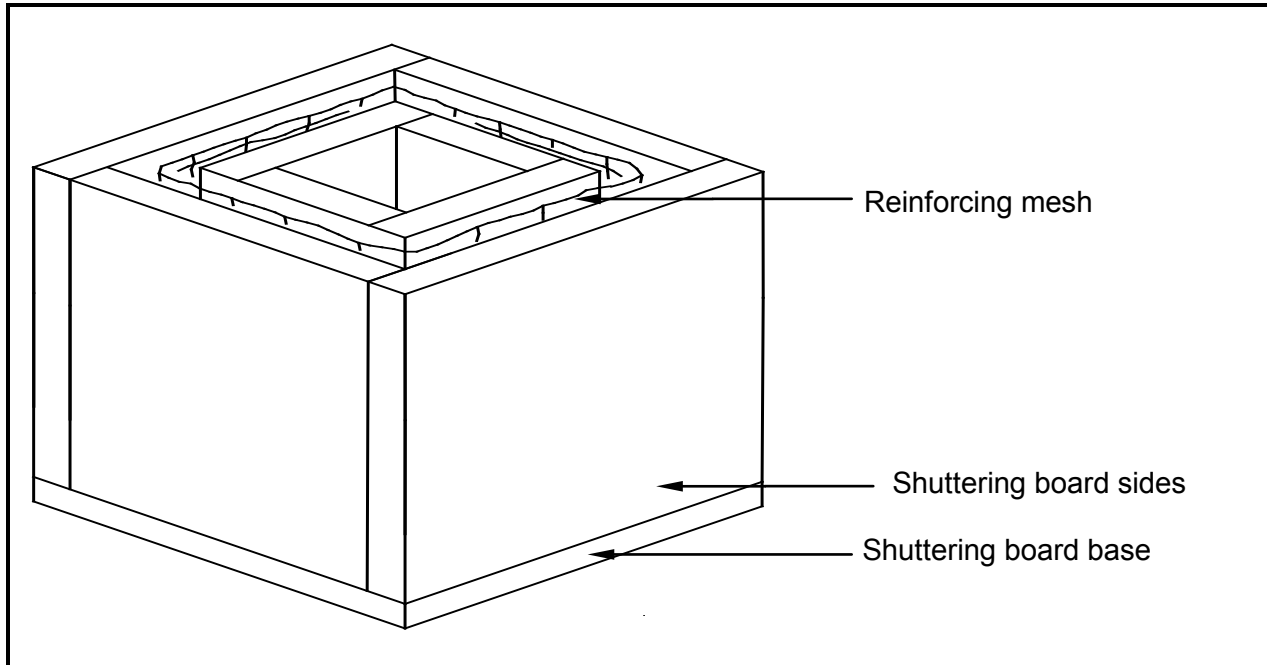
MARKING GUIDELINE FOR PHASE 1: DRY PACKING OF BRICKS						
LEARNER'S NAME: _____						
NO.	ASSESSMENT CRITERIA	MAXIMUM MARK	GOOD/ EXCELLENT	AVERAGE	POOR/NOT ATTEMPTED	LEARNER MARK
			3-4	2	0-1	LM
1.1	Measure and mark the outline on floor of the workshop using required tools correctly	4				
1.2	Dry packing of bricks for outer skin done correctly	4				
1.3	Dry packing of bricks for inner skin done correctly	4				
1.4	Wall ties placed correctly	4				
1.5	DPC inserted in the correct place for weeping holes	4				
TOTAL MARK OUT OF 20						

It is recommended that video clips and photos of the learner performing the task be kept electronically at the school and on a disc (backup).

3.1.3 Phase 1: Flower box
Term: 1, 2 and 3
Duration: 20 hours

Task: Flower box

The picture below shows a pictorial view, not drawn to scale, of the formwork for a flower box.



Instructions:

You are required to make a concrete flower box with the necessary formwork to the specifications listed below.

Use the following specifications:

- Minimum outside measurements of the flower box is 500 mm square, 300 mm high and the sides are 50 mm thick (minimum measurements).
- Use form oil as releasing agent on the inside of the formwork.
- Use screws to fix the different parts of the formwork together to facilitate easy dismantling of the formwork.
- Provision must be made to dismantle the inner formwork from the inside so that it can be easily removed.
- Learners have options to add additives to the concrete mixture for aesthetical purposes.
- Provision must be made for the drainage of excess water at the bottom of the flower box.
- Apply a finishing agent to the surface of the concrete.
- Learners should be innovative and creative to create patterns in the concrete on the outside of the flower box.

Guide to completing the model:

- Make the inner and outer formwork for the flower box as shown.
- Bend the reinforcement mesh to fit in the middle of the bottom and sides of the formwork.
- Place spacers onto reinforcement to prevent the reinforcement from touching the side of the formwork.
- Mix concrete of a proper strength using appropriate material to suit the purpose.
- Cast the bottom of the flower box first, 50 mm thick, before inserting the inner formwork that will form the inner sides of the flower box.
- Fill the rest of the formwork with concrete, compact it and let it cure for seven days.
- All concrete must be cast in a single operation to prevent a dry joint between the base and the sides

3.1.4 Marking guidelines for assessment of the flower box

MARKING GUIDELINE FOR ASSESSMENT OF THE CONCRETE FLOWER BOX				
LEARNER SURNAME: _____ NAME: _____				
ASSESSMENT CRITERIA	GOOD/ EXCELLENT	AVERAGE	POOR/ NOT ATTEMPTED	LEARNER MARK
MARKING AN CUTTING OUT OF FORMWORK MEMBERS	8–10	4–7	0–3	LM
Marking and cutting of formwork for sides and bottom of inner box				
Marking and cutting of formwork for sides and bottom of outer box				
TOTAL: 20				
ASSEMBLY OF FORMWORK	4–5	2–3	0–1	LM
Marking and drilling of holes for screws to assemble formwork				
Joining of members for inner formwork				
Joining of members for outer formwork				
Testing of squareness				
TOTAL: 20				
REINFORCEMENT	4–5	2–3	0–1	LM
Placing of reinforcement				
Correct use of spacers				
TOTAL: 10				
CONCRETE	4–5	2–3	0–1	LM
Correct mixing proportions and mixing procedures				
Placing and compacting and curing of concrete				
TOTAL: 10				

ASSESSMENT CRITERIA	GOOD/ EXCELLENT	AVERAGE	POOR/ NOT ATTEMPTED	LEARNER MARK
STRIKING OF FORMWORK	4-5	2-3	0-1	LM
Dismantling of formwork members without damage to concrete				
TOTAL: 5				
FINISHING OF PRODUCT	4-5	2-3	0-1	LM
Finishing of external surface of the concrete				
TOTAL: 5				
FINAL PRODUCT	4-5	2-3	0-1	LM
The flower box has drainage, is without cracks and is of an appropriate size				
Neatness and appearance of final product				
TOTAL: 10				
INNOVATION AND CREATIVITY	4-5	2-3	0-1	LM
The learner adapted the original design and added features to improve the appearance and functionality of the flower box				
TOTAL: 5				
GENERAL ASPECTS	4-5	2-3	0-1	LM
Safe and correct use of tools				
Good housekeeping				
Adherence to deadlines				
TOTAL: 15				
GRAND TOTAL: 100				
GRAND TOTAL CONVERTED TO: 80				

3.1.5 COMPOSITE MARK SHEET FOR CONSTRUCTION PAT

NO.	NAMES OF LEARNERS	PHASE 1 (P1)			PHASE 2 (MODEL) (P2)										TOTAL			
		PHASE 1	MODERATED MARK	TOTAL PHASE 1	MARKING AND CUTTING OUT OF FORMWORK	ASSEMBLY OF FORMWORK	REINFORCEMENT	CONCRETE	STRIKING OF FORMWORK	FINISHING OF PRODUCT	FUNCTIONALITY AND FINISHED PRODUCT	INNOVATION AND CREATIVITY	GENERAL ASPECTS	TOTAL PHASE 2	MODERATED MARK	CONVERTED TOTAL P2	GRAND TOTAL P1 + P 2	MODERATED MARK
		20	20	20	20	25	10	10	5	5	5	5	15	100	100	80	100	100
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
	TOTAL				TOTAL													

Signature of (Teacher)

Date

SCHOOL STAMP

3.2 Civil services tasks

The practical assessment task (PAT) consists of TWO phases to be completed over three terms.

The PAT should be done over THREE terms starting in term ONE with phase ONE and phase TWO.

TIME SCHEDULE FOR THE COMPLETION OF THE PAT:

It is recommended that learners and educators use this work schedule to finish the PAT in the allocated time.

TIME FRAMES FOR THE COMPLETION OF THE PAT:

TERM	WORK TO BE DONE
Term 1	Phase 1 and 2
Term 2	Phase 2
Term 3	Phase 2

3.2.1 Instructions to the learner

Learner's name: _____

Time Allowed: 1st to 3rd term

- This practical assessment task counts 25% of your final promotion mark.
- All work you produce must be your own effort.
- Use your discretion where dimensions and/or information have been excluded.
- Where available you may use electronic equipment, e.g. cellphones, cameras, digital cameras, etc. to document your progress.
- **The product/model should not leave the classroom/workshop and must be kept in a safe place at all times when you are not working on it.**

3.2.2 Phase 1: Drainage (Sewerage) system
Term: 1
Duration of phase 1: 2 hours per learner
Mark allocation: 20 marks

Task: Installation of a below-ground drainage system

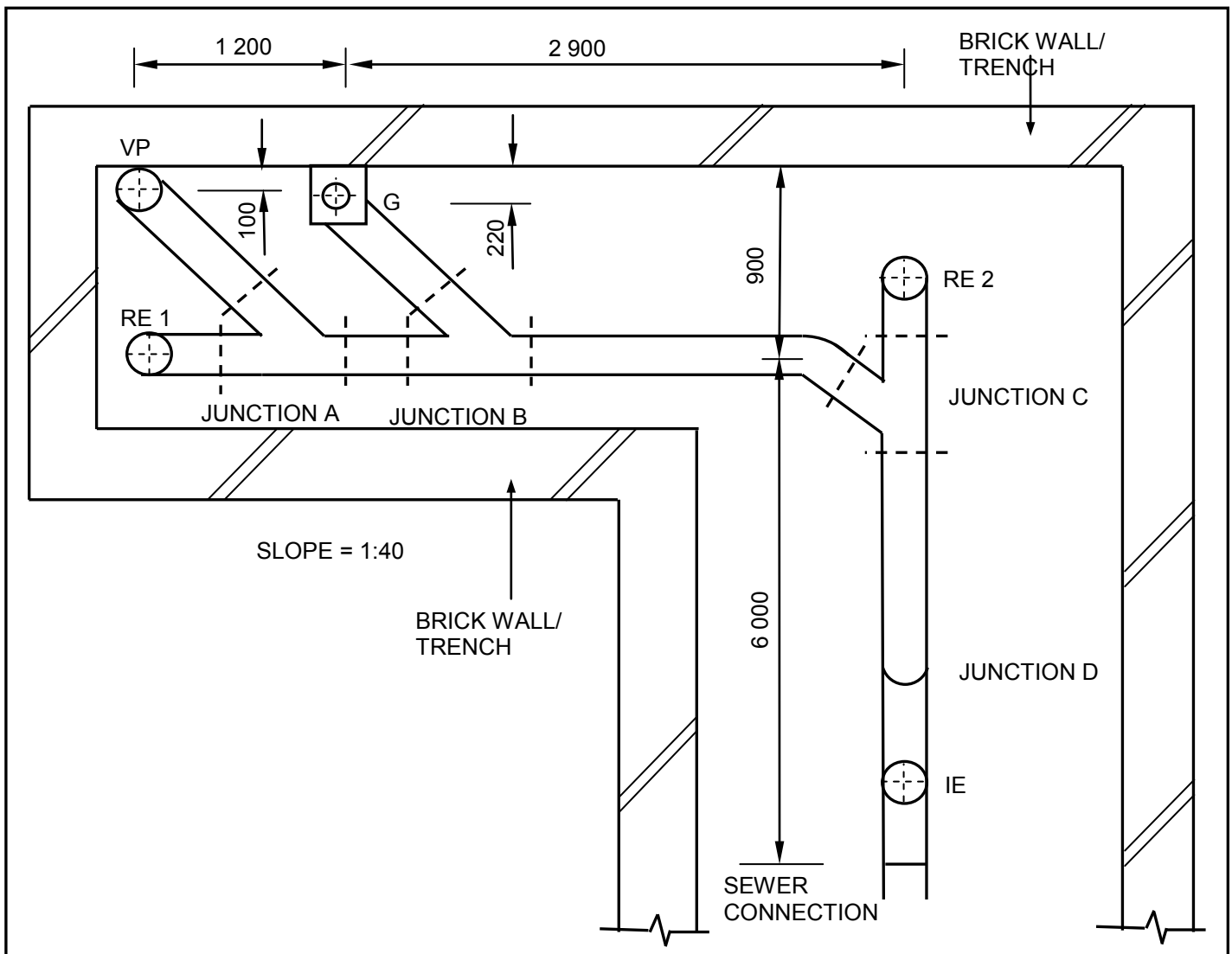
The diagram below shows the diagram of the layout of a drainage system.

NOTE:

- The teacher should cut the pipes to length and remove rubber seals from junctions so that it is easy to fit and to re-use the pipes and joints many times.
- If the school does not have a trench for the drainage system, use the corner of the workshop and dry pack the missing walls as indicted in layout.

Instructions:

- Determine the centre lines and spacing of the different parts of the sewerage layout against the corner walls of the workshop.
- Use chalk line and a builder's square to mark the layout of the pipes and fittings on the floor.
- Place the different pipe fittings and pipes in the correct place next to the centre lines, as indicated in the diagram.
- Join all pipes and pipe fittings according to the layout drawing.
- It is not required of learners to lay pipes according to the slopes indicated. Pipes may be laid flat on the floor.
- Clean the work area and pack away all tools and equipment.



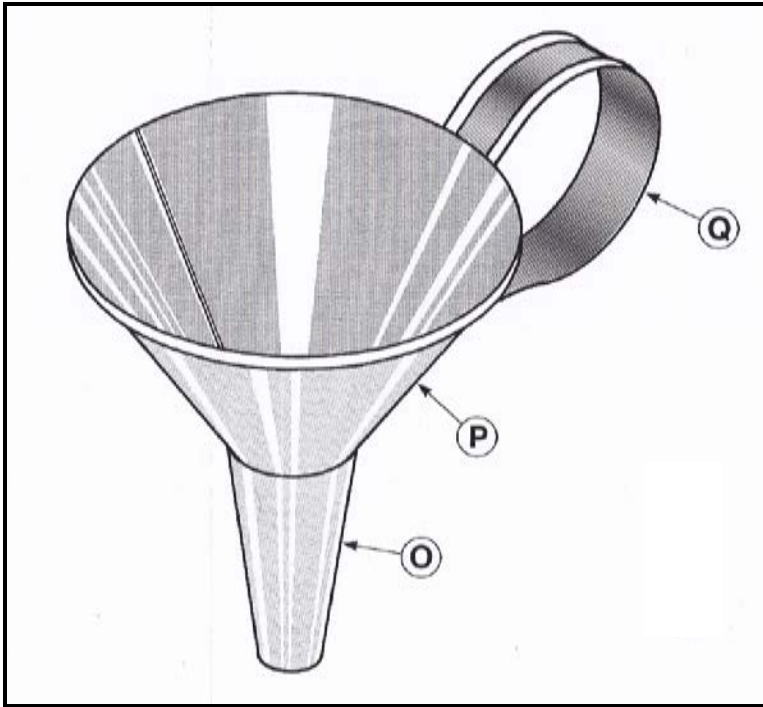
MARKING GUIDELINE FOR PHASE 1: INSTALLATION OF A BELOW-GROUND DRAINAGE SYSTEM					
LEARNER'S NAME: _____					
NO.	ASSESSMENT CRITERIA	GOOD/ EXCELLENT	AVERAGE	POOR/NOT ATTEMPTED	LEARNER MARK
		4-5	2-3	0-1	LM
1.1	Determine the centre lines and spacing of the different parts of the sewerage layout and use a chalk line to mark it on the floor.				
1.2	Place the different pipe fittings and pipes in the correct place next to the centre lines as indicated in diagram.				
Join all pipes and pipe fittings according to the layout drawing. All openings and fittings must face upwards.					
1.3	Connection of rodding eyes				
1.4	Connection of vent pipe				
1.5	Connection of universal gully head with grid and connection of gully trap				
1.6	Connection of inspection eye				
1.7	Pipe assembly (with junctions and bends) correctly placed and aligned.				
1.8	Clean the work area and pack away all tools and equipment.				
TOTAL MARK OUT OF 40					
CONVERTED MARK OUT OF 20					

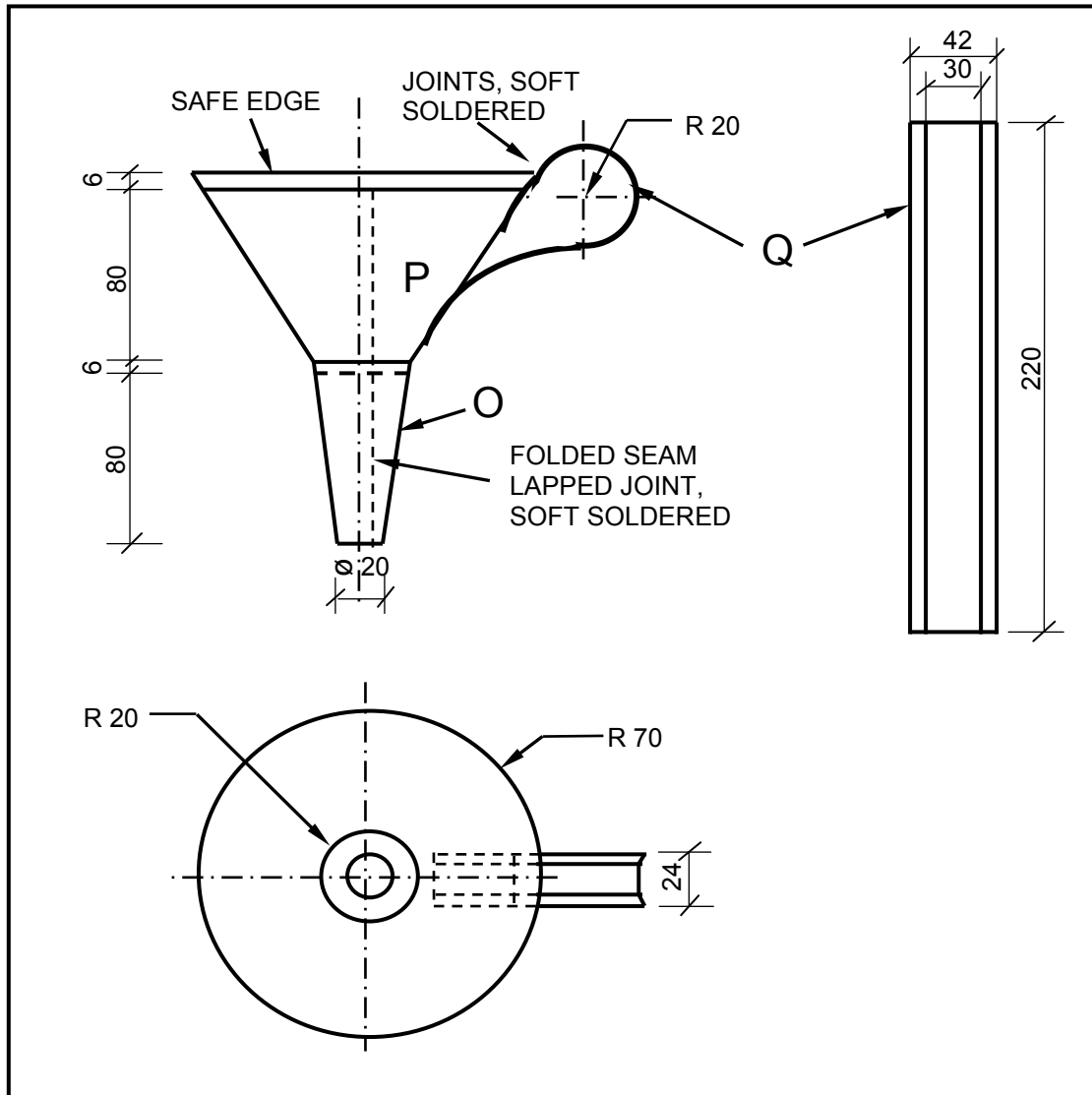
It is recommended that video clips and photos of the learner performing the task be kept electronically at the school and on a disc (backup).

3.2.3 Phase 2: Funnel
Term: 1, 2 and 3
Duration: 20 hours

Task: Funnel

The picture and the different orthographic views of a funnel are shown below.



**Instructions:**

You are required to make a funnel to the specifications listed in the orthographic views and below.

Use the following specifications:

- The funnel may not be smaller than the given dimensions and must be a cylindrical cone.
- Developments with the seams of all the parts of the funnel should be drawn to scale 1:1 to be used as templates.
- Templates should be used to mark the shapes on the sheet metal.
- Cut out the different parts from the sheet metal.
- Shape the different parts.
- The parts should be joined together by using soldering.
- All soldering joints should be cleaned.
- Apply a finishing agent to the final product.
- Learners should be innovative and creative to determine the size and an angle of the different parts of the funnel, use other sheet metal than galvanised sheeting, make indentations on the funnel to create a pattern and to add a device to prevent dirt from passing through the funnel.

3.2.4 Marking guideline for the assessment of the funnel

MARKING GUIDELINES FOR THE FUNNEL				
LEARNER'S SURNAME: _____		NAME: _____		
ASSESSMENT CRITERIA:	GOOD/ EXCELLENT	AVERAGE	NOT ATTEMPTED/ POOR	LEARNER MARK
MAKING OF TEMPLATE AND MARKING OUT OF SHEET METAL	4-5	2-3	0-1	LM
Drawing of templates				
Making of template for top part of funnel				
Making of template for spout of funnel				
Making of template for handle of funnel				
Marking of shapes on sheet metal using templates				
TOTAL: 25				
CUTTING OUT OF SHAPES ON SHEET METAL	4-5	2-3	0-1	LM
Cutting out of top part of funnel (correct use of tin snip and accuracy)				
Cutting out of spout (correct use of tin snip and accuracy)				
Cutting out of handle (correct use of tin snip and accuracy)				
TOTAL: 15				
MANUFACTURING/BENDING/SHAPING	4-5	2-3	0-1	LM
Correct use of plate bending machine to bend lap joint, handle and seams.				
Correct use of roller machine/alternative method to shape the conical parts of the funnel.				
TOTAL: 10				
JOINING	4-5	2-3	0-1	LM
Lap joints/seam lap joints of top and spout of funnel.				
Correct soldering technique				
Accuracy of alignment and placement of different parts of funnel when joining.				
TOTAL: 15				

ASSESSMENT CRITERIA:	GOOD/ EXCELLENT	AVERAGE	NOT ATTEMPTED/POOR	LEARNER MARK
FINISHING	4-5	2-3	0-1	LM
Cleaning of joints and sanding and wiping off of final model.				
TOTAL: 5				
FINAL PRODUCT	4-5	2-3	0-1	LM
Neatness and appearance of final product				
Functionality of finished product(test for leaks)				
TOTAL: 10				
INNOVATION AND CREATIVITY	4-5	2-3	0-1	LM
The learner adapted the original design and added features to improve the appearance and functionality of the funnel.				
TOTAL: 5				
GENERAL ASPECTS	4-5	2-3	0-1	LM
Safe and correct use of tools				
Good housekeeping				
Adherence to deadlines				
TOTAL: 15				
TOTAL FOR ALL SECTIONS				100
CANDIDATE'S CONVERTED TOTAL OUT OF 80				80

3.2.5 Composite mark sheet civil services

NO.	NAMES OF LEARNERS	PHASE 1 (P1)			PHASE 2 (MODEL) (P2)										TOTAL		
		PHASE 1	MODERATED MARK	TOTAL: 20	MAKING OF TEMPLATES	CUTTING OUT OF SHAPES	MANUFACTURING/ BENDING/SHAPING	JOINING	FINISHING	FINAL PRODUCT	INNOVATION AND CREATIVITY	GENERAL ASPECTS	TOTAL : 100	MODERATED MARK	CONVERTED TOTAL	GRAND TOTAL: 100 (P1 + P2)	MODERATED MARK
		20	20	20	25	15	10	15	5	10	5	15	100	100	80	100	100
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
	TOTAL																

Signature of (Teacher)

Date

Signature of (Moderator)

SCHOOL STAMP

3.3 Woodworking task

The practical assessment task (PAT) consists of TWO phases to be completed over three terms.

The PAT should be done over THREE terms starting in term ONE with phase ONE and phase TWO.

TIME SCHEDULE FOR THE COMPLETION OF THE PAT:

It is recommended that learners and educators use this work schedule to finish the PAT in the allocated time.

TIME FRAMES FOR THE COMPLETION OF THE PAT:

TERM	WORK TO BE DONE
Term 1	Phase 1 and 2
Term 2	Phase 2
Term 3	Phase 2

3.3.1 Instructions to the learner

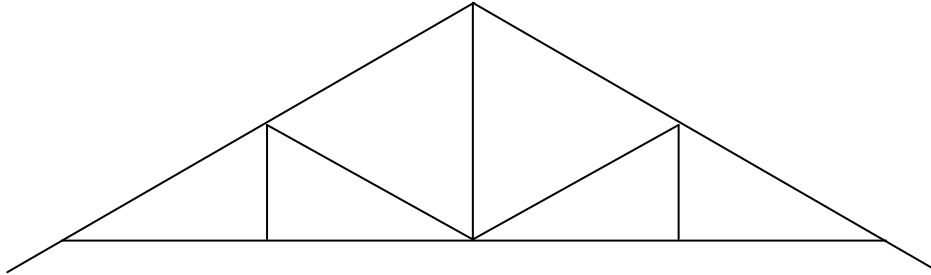
Learner's name: _____

Time Allowed: 1st to 3rd term

- This practical assessment task counts 25% of your final promotion mark.
- All work you produce must be your own effort.
- Use your discretion where dimensions and/or information have been excluded.
- Where available you may use electronic equipment, e.g. cellphones, cameras, digital cameras, etc. to document your progress.
- **The product/model should not leave the classroom/workshop and must be kept in a safe place at all times when you are not working on it.**

3.3.2 Phase 1: Construction of a South African roof truss (Howe) for a small span**Term: 1****Duration of phase 1: 6 hours per learner****Mark allocation: 20 marks****Task: Making of a South African roof truss (Howe) for a building with a small span**

A line diagram of a roof truss (Howe) is given below.

**Instructions:**

- Draw to scale 1:10 the South African roof truss (Howe) according to the specifications indicated below.
- Build the roof truss.
- Measure and cut the parts into the correct length and shapes according to your drawing.
- Fix the parts by means of gang nails according to the drawing.
- Label all the parts.

Use the following specifications:

- Use the line diagram above as a guide for your drawing.
- Use a sheet of A3 drawing paper to draw the roof truss to scale 1:10.
- Use SCALE 1:10 to make your model.
- Span of the roof truss is 4 000 mm.
- Eaves overhang is 400 mm.
- Pitch (angle/slope/gradient) of the roof is 30°.
- Members are gang-nailed.
- 114 x 38 mm timber is used to make the truss.
- Use 4 mm thick pine/supawood/shuttering board for the construction of the roof truss.
- The model must stand in an upright position when finished.

MARKING GUIDELINE FOR PHASE 1: CONSTRUCTION OF A SOUTH AFRICAN ROOF TRUSS					
LEARNER'S NAME: _____					
NO.	ASSESSMENT CRITERIA	GOOD/EXCELLENT	AVERAGE	POOR/NOT ATTEMPTED	LEARNER MARK
		4-5	2-3	0-1	LM
1.1	Drawing of roof truss Mark x 2				
1.2	Marking off and cutting different truss members into length and shape				
1.3	Truss members placed in correct position and assemble with gang nails				
1.4	Finishing				
1.5	Labelling				
TOTAL MARK OUT OF 30					
CONVERTED MARK OUT OF 20					

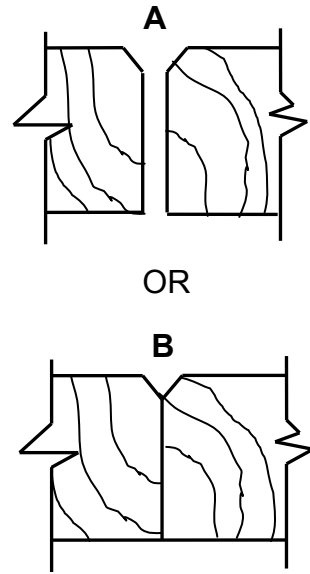
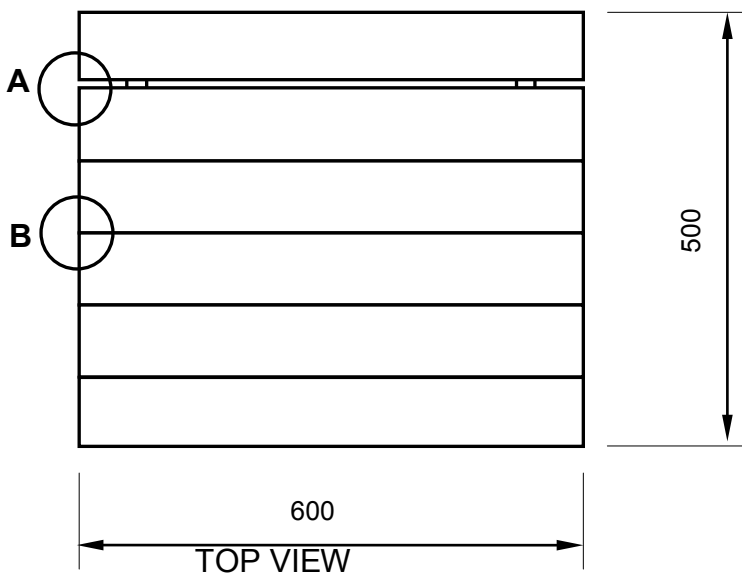
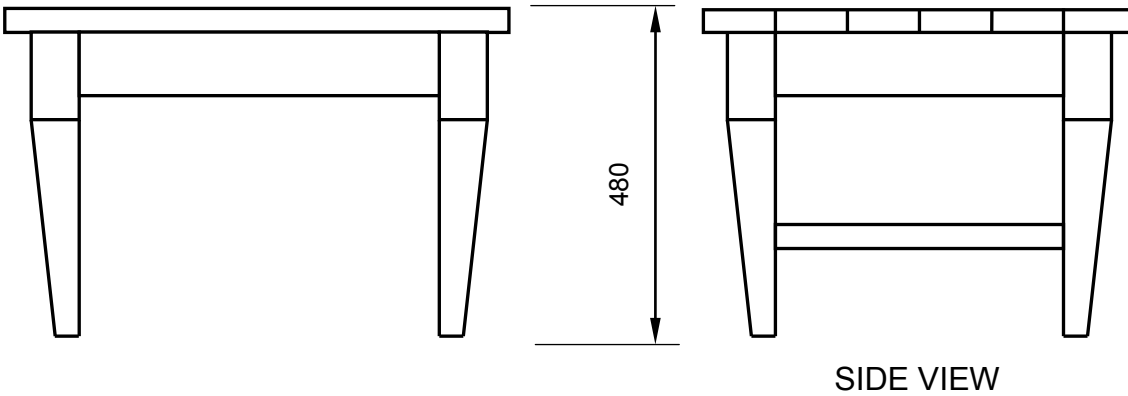
It is recommended that video clips and photos of the learner performing the task be kept electronically at the school and on a disc (backup).

3.3.3 Phase 2: Coffee Table
Term: 1, 2 and 3
Duration: 20 hours

Task: Make either coffee table A or coffee table B according to the specifications

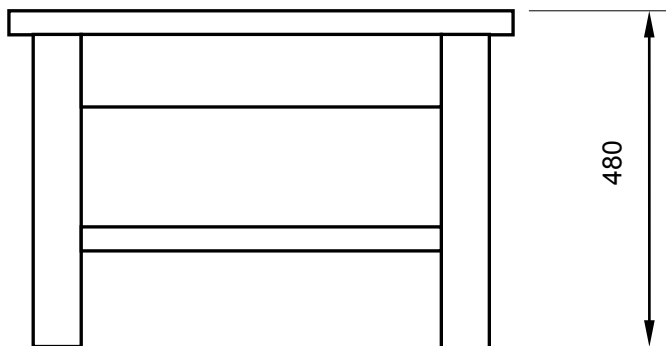
The drawings below show the incomplete orthographic views of two examples of coffee tables, coffee table A and B.

COFFEE TABLE A



The two figures above shows the side views of examples of slats, bevelled and spaced a small distance apart OR bevelled and placed against each other as used for the table top.

COFFEE TABLE B



Instructions

You are required to make either coffee table A or coffee table B according to the specifications indicated below.

Specifications:

- The given dimensions are the minimum measurements.
- Legs 460 x 50 x 50 mm Not sure if these are standard measurements
- Long rails 70 x 20 mm
- Short rails 70 x 20 mm
- Bottom rails 50 x 20 mm
- Kicker(cleats) 50 x 20 mm
- Slats 80 x 20 mm
- Haunched mortice and tenon joints should be used between top rails and the legs.
- Twin mortice and tenon joints should be used between bottom rails and the legs.
- Any soft wood or hard wood can be used for the model.
- Learners may use their innovation and creativity to shape the legs, rails and table top of the model or any other improvement on the table.

3.3.4 Assessment guidelines

MARKING GUIDELINES FOR THE ASSESSMENT OF THE COFFEE TABLE				
NAME OF LEARNER: _____				
	GOOD / EXCELLENT	AVERAGE	POOR/NOT ATTEMPTED	LEARNER MARK
MARKING AND CUTTING OF DIFFERENT PARTS OF THE MODEL:	4-5	2-3	0-1	LM
Marking and cutting out of legs				
Marking and cutting out of rails				
Marking and cutting out of slats and solid tops				
TOTAL: 15				
MANUFACTURING/ASSEMBLING	4-5	2-3	0-1	LM
Making of tenons (Mark x 2 = 10)				
Making of mortises (Mark x 2 = 10)				
Glue and clamp frame of table (Check for square) (Mark x 2 = 10)				
Glue and clamp of table top (Check for square) (Mark x 2 = 10)				
Join table top to table frame				
TOTAL: 45				
FINISHING OF MODEL	4-5	2-3	0-1	LM
Sanding of frame before and after gluing				
Sanding of top before and after gluing				
Applying finishing agents				
TOTAL: 15				
FINAL PRODUCT	4-5	2-3	0-1	LM
Neatness and appearance of final product				
TOTAL: 5				
INNOVATION AND CREATIVITY	4-5	2-3	0-1	LM
The learner adapted the original design and added features to improve the appearance and functionality of the coffee table				
TOTAL: 5				
GENERAL ASPECTS	4-5	2-3	0-1	LM
Safe and correct use of tools				
Good housekeeping				
Adherence to deadlines				
TOTAL: 15				
GRAND TOTAL: 100				
TOTAL CONVERTED TO: 80				

3.3.5 Composite mark sheet for woodworking

NO.	NAMES OF LEARNERS:	PHASE 1 (P1)			PHASE 2 MODEL (P2)							TOTAL			
		PHASE 1	MODERATED MARK	TOTAL	MARKING & CUTTING	MANUFACTURING	FINISHING OF MODEL	FINAL PRODUCT	INNOVATION/ CREATIVITY	GENERAL ASPECTS	TOTAL	MODERATED MARK	CONVERTED MARK	GRAND TOTAL: 100 (P1 + P2)	MODERATED MARK
		20	20	20	15	45	15	5	5	15	100	100	80	100	100
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
		TOTAL													

Signature of (Teacher) _____ Date _____

Signature of (Moderator) _____ Date _____

Signature of (Principal) _____ Date _____

School stamp

SECTION 4

4.1 Absence/Non–submission of task (What are the consequences?)

The absence of a practical assessment task will be dealt with in accordance with the regulations as stipulated in the *National Policy on Protocol for Assessment Grades R–12*, page 6, chapter 3, paragraphs 7 and 8.

The *National Protocol for Assessment Grades R–12*, chapter 3, paragraph 8, subsection (4) clearly states that the absence of a practical assessment task mark will result in the candidate registered for that particular subject, receiving an incomplete result.

4.2 Requirements for presentation

The following should be presented by the candidate for assessment and moderation:

- A complete design portfolio
- All scale drawings
- A completed model
- The candidate's name and class must be clearly indicated on all components of the PAT

The following document should be presented by the teacher for moderation:

A composite mark sheet (one composite mark sheet comprising all candidates' names and marks for all aspects that were assessed)

4.3 Recommended time frames for the completion of the PAT

Term 1:

- Phase 1
- Phase 2 (part 1)

Term 2:

- Phase 2 (part 2)

Term 3:

- Phase 2 (part 3)

The product/model to be manufactured in the workshop under teacher supervision.

- Declaration of authenticity

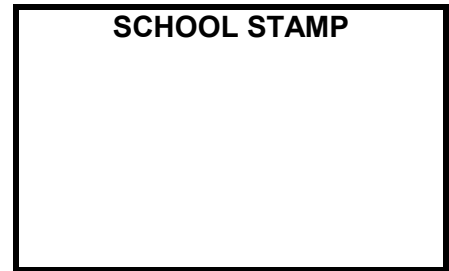
NOTE: The learners should start with the model at the beginning of term 1 and complete it by the end of August. The teacher should properly plan and manage the available resources so that all learners will be busy with some part of the tasks throughout the year.

4.4 Declaration of Authenticity

NAME OF THE SCHOOL:

NAME OF LEARNER:

NAME OF TEACHER:



I hereby declare that the practical assessment task submitted for assessment is my own, original work and has not been submitted for moderation previously.

SIGNATURE OF LEARNER

DATE

As far as I know, the above declaration by the candidate is true and I accept that the work offered is his or her own.

SIGNATURE OF TEACHER

DATE

SECTION 5**5. CONCLUSION**

On completion of the practical assessment task learners should be able to demonstrate their understanding of the industry, enhance their knowledge, skills, values and reasoning abilities as well as establish connections to life outside the classroom and address real world challenges. The PAT furthermore develops learner's life skills and provides opportunities for learners to engage in their own learning.