



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

**NATIONAL CURRICULUM STATEMENT  
GRADES 10-12 (GENERAL)**

**SUBJECT ASSESSMENT GUIDELINES**

**CONSUMER STUDIES**

**JANUARY 2008**



## **PREFACE TO SUBJECT ASSESSMENT GUIDELINES**

The Department of Education has developed and published Subject Assessment Guidelines for all 29 subjects of the National Curriculum Statement (NCS). These Assessment Guidelines should be read in conjunction with the relevant Subject Statements and Learning Programme Guidelines.

Writing Teams established from nominees of the nine provincial education departments and the teacher unions formulated the Subject Assessment Guidelines. The draft copies of the Subject Assessment Guidelines developed by the Writing Teams were sent to a wide range of readers, whose advice and suggestions were considered in refining these Guidelines. In addition, the Department of Education field-tested the Subject Assessment Guidelines in 2006 and asked for the comments and advice of teachers and subject specialists.

The Subject Assessment Guidelines are intended to provide clear guidance on assessment in Grades 10 to 12 from 2008.

The Department of Education wishes you success in the teaching of the National Curriculum Statement.



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## **1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES**

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements. The Subject Assessment Guidelines will be applicable for Grades 10 to 12 from 2008.

The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

## **2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT**

### **2.1 Introduction**

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

### **2.2 Continuous assessment**

Continuous assessment involves assessment activities that are undertaken throughout the year, using various assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

### **2.2.1 Daily assessment**

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

The results of these assessment tasks are not taken into account for promotion and certification purposes.

### **2.2.2 Programme of Assessment**

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. This excludes Life Orientation where the internal assessment component counts 100% of the final assessment mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.



### 2.2.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

**Table 2.1: Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11**

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	4	4*	4	4*	16
Language 2: Choice of HL or FAL	HL	4	4	4	16
	FAL	4	4	4	16
Life Orientation	1	1*	1	2*	5
Mathematics or Maths Literacy	2	2*	2	2*	8
Subject choice 1**	2	2*	2	1*	7
Subject choice 2**	2	2*	2	1*	7
Subject choice 3	2	2*	2	1*	7

Note:

\* One of these tasks must be an examination

\*\* If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Two of the assessment tasks for each subject must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

The weighting of the tasks for each subject is set out in Section 3.

### 2.2.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grade 12 are summarised in Table 2.2. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

**Table 2.2: Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12**

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	5	5*	4*		14
Language 2: Choice of HL or FAL	HL	5	5*	4*	14
	FAL	5	5*	4*	14
Life Orientation	1	2*	2*		5
Mathematics or Maths Literacy	3	2*	2*		7
Subject choice 1**	2	2*	(2*) 3*		(6 <sup>#</sup> ) 7
Subject choice 2**	2	2*	(2*) 3*		(6 <sup>#</sup> ) 7
Subject choice 3	2	2*	(2*) 3*		(6 <sup>#</sup> ) 7

Note:

\* One of these tasks in Term 2 and/or Term 3 must be an examination

\*\* If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3.

# The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Schools can choose to write one or two internal examinations in Grade 12. Should a school choose to write only one internal examination in Grade 12, a scheduled test should be written at the end of the term to replace the other examination. Internal examinations should conform to the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

### 2.3 External assessment in Grade 12

External assessment is only applicable to Grade 12 and applies to the final end-of-year examination. This makes up 75% of the final mark for Grade 12. This excludes Life Orientation which is not externally examined.

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

Guidelines for the external examinations are provided in Section 3.

### 2.4 Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

RATING CODE	RATING	MARKS %
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

## 2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

### **3. ASSESSMENT OF CONSUMER STUDIES IN GRADE 10 – 12**

#### **3.1 Introduction**

Assessment in Consumer Studies focuses on assessing learners' skills, knowledge and values in:

- The management of consumer roles
- Knowledgeable consumer choices
- Responsible use of resources
- Production and marketing of food, clothing and soft furnishing products.

Teachers are encouraged to use a variety of assessment activities, methods, tools and forms when assessing the practical and theoretical aspects of Consumer Studies. The particular method and instrument chosen should give learners ample opportunities to demonstrate the attainment of one or more of the Learning Outcomes. This will only be possible if the chosen activities and instruments are appropriate to the target group and the Learning Outcome(s) being assessed.

Consumer Studies is a subject with a practical component and to fully assess all the knowledge, skills and values of the subject in an authentic manner a Practical Assessment Task is necessary. The Practical Assessment Task should showcase the learners' broad range of knowledge, skills and values that have been acquired during the learning process.

#### **3.2 Daily assessment in Grades 10, 11 and 12**

In Consumer Studies, daily assessment activities provide learners with opportunities to develop the skills, knowledge and values required to complete the tasks in the Programme of Assessment. These assessment activities should be reflected in the teacher's lesson planning and should not be seen as separate from the learning activities taking place in the classroom.

While learner progress in daily Consumer Studies activities does not need to be formally recorded and is not taken into account for promotion or certification purposes, the Consumer Studies teacher should note the development of learners' knowledge, skills and values, learners' strengths and weaknesses and additional support required and provided during these activities.

The teacher should choose a variety of daily assessment tasks relevant to the skills, knowledge and values being addressed, for example, a short test, a drawing or demonstration.

### 3.3 Assessment in Grades 10 and 11

#### 3.3.1 Programme of Assessment in Grades 10 and 11

The Programme of Assessment for Consumer Studies in Grades 10 and 11 comprises seven tasks which are internally assessed. The six tasks which are completed during the school year make up 25% of the total mark for Consumer Studies. The seventh task is the end-of-year assessment component which consists of two parts: a Practical Assessment Task (PAT) and a written theory paper. Together these two parts make up the remaining 75%.

PROGRAMME OF ASSESSMENT (400 marks)		
ASSESSMENT TASKS	END-OF-YEAR ASSESSMENT	
25% (100 marks)	75% (300 marks)	
<ul style="list-style-type: none"> <li>• 2 tests</li> <li>• 1 exam (midyear)</li> <li>• *3 other tasks</li> </ul>	PAT	WRITTEN EXAM
	25% (100 marks)	50% (200 marks)
	<ul style="list-style-type: none"> <li>• Main focus LO4</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam LO1-4</li> </ul>

In Consumer Studies the Programme of Assessment consists of two tests, two examinations, a Practical Assessment Task and three other tasks. The three other tasks should not be tests or exams but an assignment, investigation, survey, project, etc. The type of task for the three terms should differ.

The table below indicates how to calculate marks for the **report card** for the first three terms.

#### SUGGESTED weighting for the Programme of Assessment for Grade 10 and 11

Annual Assessment Plan					
Term 1		Term 2		Term 3	
<b>Task 1</b>		<b>Task 3</b>		<b>Task 5</b>	
*Other task	50	*Other task	50	Test	50
<b>Task 2</b>		<b>Task 4</b>		<b>Task 6</b>	
Test	50	Midyear exam		*Other task	50
		- Grade 10: 100			
		- Grade 11: 150			
<b>Task 7.1</b>		<b>Task 7.1</b>		<b>Task 7.1</b>	
PAT: Task 1	50	PAT: Task 2	50	PAT: Task 3	50
Convert to 100		Convert to 100		Convert to 100	

The three tasks making up the Practical Assessment Task for Grade 10 could be done in term 2, 3 and 4 if the teacher wishes to do so. Marks for term 1 would then be reported on theory work only.

The following table indicates how to calculate the **promotion mark** for **term 4**:

### Programme of Assessment for Grade 10 and 11

Programme of Assessment			
Assessment Tasks (25%)		End-of-year Assessment (75%)	
Tasks 1-6		Task 7.1	Task 7.2
Test first term	50	Practical Assessment Task	Written exam
Test third term	50	Task 1 50	
*Other task first term	50	Task 2 50	
*Other task second term	50	Task 3 50	
*Other task third term	50		
Midyear exam	Grade 10: 100 Grade 11: 150		
Convert to 100		Convert to 100	200
Final mark: 100 + 100 + 200 = 400			

**This final mark is used as the promotion mark, and also for the report card for term 4.**

### 3.3.2 Test and examinations

The suggested outline for tests and examinations is as follows:

- Tests: Minimum of 50 marks (45 minutes)
- Examinations: Midyear for Grade 10: 100 marks (1½ hours)  
Midyear for Grade 11: 150 marks (2½ hours)  
End-of-year examinations for Grade 10 and 11: 200 marks (3 hours)
- Questions at different cognitive levels

Each test and examination must cater for a range of cognitive levels and abilities of learners. The following can be used to compile tests and examination questions encompassing the different cognitive levels:

COGNITIVE LEVEL	WEIGHTING (%)	MARKS
Knowledge	30	60
Comprehension	20	40
Application	30	60
Analysis, evaluation and synthesis	20	40

The midyear and end-of-year examination papers should test the knowledge and skills covered in the Consumer Studies Learning Outcomes. The format must be the similar to the format of the Grade 12 paper. The following table suggests the outline for the end-of-year examinations in Grades 10 and 11:

The following structure is suggested for a three-hour end-of-year paper for Grade 10 and 11:

CONTENTS			MARKS
SECTION A	Short questions	LO 1 - 3	40
SECTION B	Food and Nutrition	LO 1 – 3	40
SECTION C	Clothing	LO 1 - 3	40
SECTION D	Housing and Furnishings	LO 1 - 3	40
SECTION E	Theory of practical option- Food, clothing or furnishings option	LO 4	40
<b>TOTAL</b>			<b>200</b>

### 3.3.3 Practical Assessment Task

Learning Outcome 4 is the practical component of Consumer Studies, and the core Learning Outcome for the Practical Assessment Task.

The Practical Assessment Task for Grades 10 and 11 consists of a series of three tasks. Task one takes the form of a project. Task two and three comprises a planning phase, a production phase and an evaluation phase. All evidence generated in the three phases of each task is placed in a portfolio. The mark for the final Practical Assessment Task is obtained by the addition of marks obtained in tasks 1, 2 and 3.

For Grade 10 and 11 the teacher is expected to set the task and assess learner performance against the identified criteria. See Section 4 for guidance on the format and criteria of Practical Assessment Tasks.

Daily assessment in practical work will be done during the 1½ hours continuous teaching time for LO 4 during school hours. From the time allocation of 4 hours per week, 1½ hour should be one continuous period for practical work.

Tasks two and three for grade 11 should however be done outside the normal weekly 4 hours allocated to the subject. They could for example be slotted into the timetable for tests / examinations.

The following is required for tasks two and three of the Practical Assessment Task:

- A time frame of at least 1½ hour for grade 10, and 2 hours for grade 11.
- Groups of not more than 12 learners simultaneously.
- The necessary equipment and funds

See Sections 4 and 5 for further details on the Practical Assessment Task.

### 3.4 Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Consumer Studies and external assessment which makes up the remaining 75%. The Programme of Assessment for Consumer Studies comprises six tasks which are internally assessed. The external assessment component comprises two parts: a Practical



Assessment Task and a written theory paper. Together these two parts make up the remaining 75%.

PROGRAMME OF ASSESSMENT	EXTERNAL ASSESSMENT	
<b>INTERNAL ASSESSMENT TASKS</b>	<b>EXTERNAL TASKS</b>	
<b>25%</b>	<b>75%</b>	
<ul style="list-style-type: none"> <li>• 2 tests</li> <li>• 2 exams (midyear and trial)</li> <li>• 2 other tasks</li> </ul>	<b>PAT</b>	<b>EXAM PAPER</b>
	<b>25%</b>	<b>50%</b>
	<ul style="list-style-type: none"> <li>• Main focus LO4</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam LO1-4</li> </ul>

The tasks contained in the Programme of Assessment and External Assessment constitutes the annual assessment plan for Grade 12.

The table below indicates how to calculate marks for the **report card** for the first three terms.

#### SUGGESTED weighting for the Annual Assessment Plan for Grade 12

Annual Assessment Plan					
Term 1		Term 2		Term 3	
<b>Task 1</b>		<b>Task 3</b>		<b>Task 5</b>	
Other task	50	Other task	50	Test	50
<b>Task 2</b>		<b>Task 4</b>		<b>Task 6</b>	
Test	50	Midyear exam	200/2=100	Trial exam	200/2=100
<b>PAT</b>		<b>PAT</b>		<b>PAT</b>	
Task 1	50	Task 2	50	Task 3	50
Convert to 100		Convert to 100		Convert to 100	

In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term.

The following table indicates how to calculate the school-based assessment mark (25%) and external assessment mark (75%) for **term 4**:

#### Annual Assessment Plan for Grade 12

Annual Assessment Plan					
Assessment Tasks (25%)			External Assessment (75%)		
Tasks 1-7			PAT		Exam
Test first term	50		Practical Assessment Task		External written exam 200
Test third term	50		Task 1	50	
*Other task for first term	50		Task 2	50	
*Other task second term	50		Task 3	50	
Midyear exam	100				
Trial exam	100				
Convert to 100			Convert to 100		200
Final mark: 100 + 100 + 200 = 400					

**This final mark is used as the certification mark.**

### 3.4.1 Programme of Assessment for Grade 12

The Programme of Assessment for Consumer Studies in Grade 12 comprises six tasks. Of the six tasks, two tasks are examinations and two are tests.

\*The remaining two tasks should be different forms of assessment such as an assignment, investigation or project.

#### *Tests and examinations*

The suggested outline for tests and examinations is as follows:

- Tests: Minimum of 50 marks (45 minutes)
- Examinations: The format of the midyear and the trial examination papers must be similar to the format of the external written examination
- Questions at different cognitive levels

Each test and examination must cater for a range of cognitive levels and abilities of learners. The following can be used as a guide to compile tests and examination questions encompassing the different cognitive levels:

COGNITIVE LEVEL	WEIGHTING (%)	MARKS
Knowledge	30	60
Comprehension	20	40
Application	30	60
Analysis, evaluation and synthesis	20	40

See Section 3.4.2.1 for details on written examinations.

### 3.4.2 External assessment

The external assessment component in Grade 12 consists of an externally set written paper (50%) and Practical Assessment Task (25%). The theory paper is externally set, marked and moderated. The criteria for the PAT are externally set and externally moderated, while the teacher is expected to set the task and assess learner performance against the given criteria.

#### 3.4.2.1 Written examinations

For Grade 12, the three-hour end-of-year examination in Consumer Studies comprises 50% of a learner's total mark, that is, 200 marks for the subject. The suggested requirements for the external examination paper are indicated below:

The following structure is suggested for the external end-of-year paper for Consumer Studies in Grade 12:

CONTENTS		MARKS
SECTION A	Short questions	40
SECTION B	Food and Nutrition	40
SECTION C	Clothing	40
SECTION D	Housing and Furnishings	40
SECTION E	Theory of practical option- Food, clothing or furnishings option	40
TOTAL		200

### **3.4.2.2 Practical Assessment Task**

Learning Outcome 4 is the practical component of Consumer Studies, and the core Learning Outcome for the Practical Assessment Task.

The Practical Assessment Task for Grade 12 consists of a series of three tasks. Task one takes the form of a project. Task two and three comprises a planning phase, a production phase and an evaluation phase. All evidence generated in the three phases of each task is placed in a portfolio. The mark for the final Practical Assessment Task is obtained by the addition of marks obtained in tasks 1, 2 and 3.

Daily assessment in practical work will be done during the 1½ hours continuous teaching time for LO 4 during school hours. From the time allocation of 4 hours per week, 1½ hours should be one continuous period for practical work.

Tasks two and three making up the Practical Assessment Task should however be done outside the normal weekly 4 hours allocated to the subject. They could for example be slotted into the timetable for tests / examinations.

The criteria for the three tasks making up the Practical Assessment Task for grade 12 are externally set, administered and marked by the school and externally moderated. The following is required for tasks two and three for grade 12:

- A time frame of 2½ hours.
- Groups of not more than 12 learners simultaneously.
- The necessary equipment and funds.

See Section 4 for further details on the Practical Assessment Task.

### **3.5 Content to be assessed**

Assessment addresses the content, which is derived from the Learning Outcomes and Assessment Standards, as set out in the Content Framework. See Annexure A of the Consumer Studies Learning Programme Guidelines for the Content Framework.

### **3.6 Recording and reporting**

In grades 10 – 12 the teacher records in marks against the assessment tasks by using a record sheet and reports in percentages against the subject by using report cards. Refer to the Protocol on Recording and Reporting par 17(1)(iv). Examples of record sheets are included as Appendix 1.

### **3.7 Promotion**

For promotion and certification purposes learners should achieve at least a level 2 rating (Elementary achievement: 30-39%) in Consumer Studies.

### **3.8 Moderation of assessment**

All Grade 10 and 11 tasks are internally moderated, while all Grade 12 tasks need to be externally moderated. The subject head for Consumer Studies or head of department for Services at the school will generally manage this process.

## **4. THE PRACTICAL ASSESSMENT TASK FOR THE FOOD PRODUCTION PRACTICAL OPTION**

### **4.1 Purpose**

During the Practical Assessment Task, the learner must demonstrate his/her knowledge and practical ability/skills to produce food products on small scale. The learner must also demonstrate the creativity and ability to develop an implementation plan to market these products, and be able to evaluate the sustainable profitability of the enterprise.

Every learner has to do the Practical Assessment Task individually (on his/her own)

### **4.2 Requirements for the Food Production Practical Option**

The necessary equipment and funds are the responsibility of the school, as specified in circular S8 of 2006

- A suitable training kitchen with the necessary equipment: 6 stoves, a refrigerator, electricity /gas, sinks with running water, and equipment and utensils for cooking
- The necessary funds to purchase ingredients to produce the selected products

### **4.3 Format of the task**

The Practical Assessment Task consists of a series of three tasks. Tasks 2 and 3 for grade 12 should be done outside the 4 hours allocated to the subject each week. This should also be considered for grade 11.

The mark for the final Practical Assessment Task is obtained by adding the marks for tasks 1, 2 and 3.

#### **Task 1**

Task one takes the form of a project and is completed in the first term.

- Grade 12: Task one will address Learning Outcome 4 Assessment Standards 2 and 3.
- Grade 10 and 11: Theory of the practical work in Assessment Standard 4.1

#### **Task 2 (term 2) and Task 3 (term 3)**

1. Learners will produce products to demonstrate a variety of practical skills
2. The teacher will set tasks according to the skill-code / weighting for the different techniques used for food preparation, as indicated in 4.5.
3. Consider the available budget and other resources when selecting recipes
4. A timeframe of 2½ hours will be needed for grade 12, 2 hours for grade 11 and 1½ hours for Grade 10
5. The task could be slotted into the timetable for tests / examination in the second term and third term
6. For grade 11 and 12, learners should be divided into groups of a maximum of twelve
7. The grade 10 class can do the task simultaneously, provided they are not more than 25. They may also be divided into two groups for easier assessment.
8. The tasks is done in three sections:

### **Planning**

- The planning section will be done in written format, before the practical task, under supervision of the teacher during a school period. During this section learners will prepare lists of the ingredients and plan their order of work

### **Production**

- Individual learners under the supervision of the teacher carry out this section
- The products should be labelled and packed (if applicable)

### **Evaluation**

Teacher evaluate product/s

## **4.4 Moderation of the Practical Assessment Task for grade 12**

1. All evidence generated in the three tasks should be available for external moderation
2. Information regarding task 2 and 3 must be submitted to the subject advisor for Consumer Studies in the last week of Term 1, for approval
3. During Term 3, the last group of 12 learners will be externally moderated on site, while performing their task. The moderator will attend the drawing of the tasks, and assess each learner in the group independently from the teacher while they produce their products. The moderator will compare her assessment with the assessment of the teacher. The moderator will also moderate the evidence of tasks 1 and 2.

## **4.5 Skill-code for weighting of techniques used in food production**

A weighting is allocated for every technique, according to the degree of difficulty of the technique. The following list includes all techniques as indicated in the Content Framework

The weighting of the techniques used in the products chosen, should be added to make up a minimum of 20 points for grade 12, 11 – 15 for grade 11, and 6 – 10 for grade 10.

Points for the same technique could not be awarded twice in the same task.

Boiling on stove-top (e.g. rice, pasta, vegetables)	2
Steaming	3
Simmering	2
Baking	3
Sauté	2
Shallow-frying	4
Deep-frying	4
Using the microwave oven	3
Using a pressure cooker	3
Grilling	3
Cooked salad dressing	4
Uncooked salad dressing	2
Stewed meat / poultry dish with vegetables	4
Shallow-frying of mince	2
Baked in a pan of hot water, e.g. baked custard.	4
Puree	2
Piping / icing with piping bag	3
Custard base with eggs, e.g. quiche	3
White sauce, roux method	3
Thickening – paste e .g. cornflour, gravy powder	2
Caramelisation of sugar, e.g. caramel sauce	4
Boiling of sugar syrup to soft ball, firm ball stage, etc.	4
Manipulation of sugar syrup, e.g. beating fudge, marshmallows. Cutting into shapes when cold	4
Soft meringue	3
Hard meringue	4
Beating of egg whites and adding to batter	2
Browning of meat	2
Cooked sauces, e.g. custard, jam-, orange sauce	2
Egg custard / custard filling, thickened with flour	3
Preparing yeast batter/dough	4
Preparing pastry, rubbing-in, mixing, rolling out	5
Use of ready-made pastry	2
Preparing ingredients (cutting, slicing, dicing)	2
Mixing of batter, one-bowl method	3
Mixing of batter, creaming method	3
Mixing of batter, chiffon method	3
Mixing of batter, muffin method	3
Preparing dough, rubbing-in method	3
Choux paste	5
Preparing a biscuit crust	2
Preparing and using icing to ice cake or cupcakes	5
Special techniques: Rolling of Swiss roll	3
Use of gelatine	3
Unmoulding gelatine dish	3
Advanced garnishing, e.g. tomato-/potato-/radish flowers	3
Shaping of dough, e.g. Roly-poly, scones, biscuits, doughnuts, koeksisters, croquettes	3
Using specialized equipment, e.g. food processor, blender (not electric beater)	2
Any other small technique not mentioned	1

**4.6 Choosing items for the Practical Assessment Task, using the skill-code as a weighting to determine the degree of difficulty of the item.**

**Examples**

<b>Quiche Lorraine</b>		<b>Queen fritters</b>	
Biscuit crust	2	Choux paste	5
Use food processor to make biscuit crust	2	Deep-frying	4
Filling – chopped cooked bacon, grated cheese,	2		
Custard mixture with milk, cream and eggs	3		
Baking	3		
Total	12	Total	9

<b>Muffins</b>		<b>Pumpkin fritters</b>	
Mixing of batter	3	Boiling of pumpkin	2
Baking	3	Mixing of batter, one-bowl method	3
		Shallow-frying	4
Total	6	Total	9

<b>Swiss roll</b>		<b>Mini doughnuts</b>	
Mixing of batter	3	Preparing yeast dough	4
Baking	3	Shaping of doughnuts	3
Rolling	3	Deep-frying	4
Total	9	Total	11



#### 4.7 Example of assessment tools

<b>A. Planning</b>					<b>Comments</b>
<b>1. List of ingredients in correct measurements</b>				5	
4 - 5	2 - 3	0 - 1			
All ingredients listed. Correct measurements	Two - three omitted. Some measurements incorrectly indicated	Three or more omitted. Many incorrect measurements			
<b>2. List of equipment</b>				5	
4 - 5	2 - 3	0 - 1			
All correct equipment listed	Two or more omitted. Incorrect equipment listed	Three or more omitted. Many incorrect equipment listed			
<b>3. Time schedule / order of work</b>					
9 - 10	6 - 8	4 - 5	0 - 3	10	
All steps put into a realistic time frame. Items realistically integrated. Preheating of oven indicated, etc.	Most steps indicated. Items integrated, but not always realistic. Preheating of oven indicated	Some steps indicated. Conceptualization of a time schedule not very good. Preheating of oven indicated but not correct	Few steps mentioned. No idea of working simultaneously on more than one item. Preheating of oven not indicated		
<b>4. Characteristics of the final product/s</b>					
4 - 5	2 - 3	0 - 1		5	
Clear description of expected appearance, texture and taste	Acceptable/average description of expected appearance, texture and taste	Vague, incorrect description of expected appearance, texture and taste			
<b>Total</b>				<b>25</b>	

<b>B. Production and evaluation</b>						<b>Comments</b>
<b>1. Collection of ingredients</b>						
All ingredients collected. Ingredients arranged according to order of use.				5		
<b>2. Use of equipment</b> , including measuring equipment and use of stove						
• Choose correct equipment	2			10		
• Use equipment safely and correctly.	2					
• Measure accurately	4					
• Correct use of stove and oven	2					
<b>3. Recipe interpretation.</b> Preparation and cooking methods:						
Subtract one mark for every mistake				15		
<ul style="list-style-type: none"> <li>Follow recipe/s accurately.</li> <li>Use correct preparation techniques and cooking methods</li> </ul>						
<b>4. Maintenance of hygienic standards.</b> Hygienic handling of food and equipment				5		
• Handling of equipment after use	1			5		
• Work surface neat and clean	1					
• Wash dishes in warm, clean water and rinse	1					
• Clean dishcloths, not lying around	1					
• Proper waste disposal	1					
<b>5. Personal hygiene</b>						
• Hair covered	1			5		
• Clean apron	1					
• Clean hands and nails	1					
• No unhygienic behaviour	2					
<b>6. Efficient use of time.</b>						
Conceptualisation of time schedule				10		
Integrate steps of recipes. Work on products simultaneously						
Skills and speed						
<b>7. Evaluation of final product/s:</b> Appearance, taste and texture						
16 - 20	12 - 15	8 - 11	5 - 7	20		
Excellent, according to product characteristics.	Good	Average. Acceptable for selling	Appearance unacceptable. Taste acceptable			
<b>8. Marketability of the product</b>						
4 - 5	2 - 3	0 - 1		5		
Suitable for identified target market. Packaging meets requirements. Label suitably attached Or Served correctly in correct plate/dish. Appropriate garnishing	Acceptable for identified target market. Packaging and labelling acceptable Or Serving and garnishing acceptable but do not appear very attractive	Poor product. Poor packaging and labelling Or Poor serving and garnishing				
<b>Total</b>				75		

<b>PRODUCTION AND EVALUATION</b>		<b>Learner 1</b>	<b>Learner 2</b>	<b>Learner 3</b>	<b>Learner 4</b>	<b>Learner 5</b>	<b>Learner 6</b>
<b>Collection of ingredients</b> All ingredients collected and arranged in order of work	<b>5</b>						
<b>Use of equipment</b> Choose correct equipment. Use it correct and safely. Measure accurately. Correct use of stove and oven. Penalise with one mark for every mistake	<b>10</b>						
<b>Recipe interpretation</b> Preparation and cooking methods Penalise with one mark for every mistake	<b>15</b>						
<b>Hygiene.</b> Handling of equipment after use, work surface neat and clean, wash dishes in warm, clean water and rinse, clean dishcloths not lying around, proper waste disposal	<b>5</b>						
<b>Personal hygiene.</b> Hair covered, clean apron, clean hands and nails, no unhygienic behaviour	<b>5</b>						
<b>Efficient use of time.</b> Good conceptualisation of time schedule. Integrate steps of recipes. Skills and speed	<b>10</b>						
<b>Evaluation of final product/s.</b> Appearance and taste according to product characteristics	<b>20</b>						
<b>Marketability of product/s</b> Suitable for target market. Packaging meets requirements. Label suitably attached Or Served correctly in correct plate/dish. Appropriate garnishing	<b>5</b>						
<b>Total</b>	<b>75</b>						

## **5. THE PRACTICAL ASSESSMENT TASK FOR THE PRODUCTION OF CLOTHING OR SOFT FURNISHING**

### **5.1 Purpose**

During the Practical Assessment Task, the learner must demonstrate his/her knowledge and practical ability/skills to produce either clothing or soft furnishing items on small scale. The learner must also demonstrate the creativity and ability to develop an implementation plan to market these products, and be able to evaluate the sustainable profitability of the enterprise.

Every learner has to do the Practical Assessment Task individually / on her own

### **5.2 Requirements for the task**

- The necessary equipment and funds are the responsibility of the school, as specified in circular S8 of 2006
- A suitable classroom with the necessary equipment: 12 sewing machines, electricity and other basic equipment for sewing, e.g. irons, ironing boards. All the equipment must be in working order. Enough electrical cords and plugs must be available.
- The necessary funds to purchase commercial patterns (complete with instruction sheets), fabric and haberdashery to produce the selected items

### **5.3 Format of the task**

The Practical Assessment Task consists of a series of three tasks. Tasks 2 and 3 for grade 12 should be done outside the 4 hours allocated to the subject each week. This should also be considered for grade 11.

The mark for the final Practical Assessment Task is obtained by adding the marks for tasks 1, 2 and 3.

#### **Task 1**

Task one takes the form of a project and is completed in the first term. Task one will address Assessment Standards 4.2 and 4.3. Theory of the practical work in Assessment Standard 4.1 could also be included

#### **Task 2 (term 2) and Task 3 (term 3)**

1. Learners will produce items to demonstrate a variety of practical skills
2. The teacher will set tasks according to the skill-code / weighting for the different techniques used in needlework, as indicated in 5.5.
3. Consider the available budget and other resources when selecting items
4. Learners may complete the item started in task 2 in task 3, or produce a new item. If the learner continues with the garment/item from task 2, he/she could make improvements after the teacher marked task 2, in order to be able to complete the item in task 3.
5. A timeframe of 3 hours will be needed for grade 12, 2½ hours for grade 11 and 2 hours for Grade 10

6. The tasks could be slotted into the timetable for tests / examination in the second term and third term
7. The number of learners doing the task simultaneously will depend on
  - The number of sewing machines available. Two learners may share one sewing machine.
  - The available electrical plugs and extension cords. Electrical plugs must be available for irons and sewing machines
  - The number of irons and ironing boards (A minimum of 3 for a group of 12)
  - The number of big tables available for the layout and cutting of the items.
8. The task is done in two sections:

### **Planning**

The planning section will be done in the format of a written assignment. It should be done before the practical task, during a school period. During this section learners will prepare lists of the fabrics and haberdashery, and plan the order of work and the techniques to use

### **Production**

- Individual learners under the supervision of the teacher carry out this section
- The products should be labelled and packed (if applicable)

## **5.4 Moderation of the Practical Assessment Task in grade 12**

- An illustration of the garments / items as well as a list of the techniques should be submitted to the Subject Advisor for approval during the last week of the first term.
- The items of all learners must be available for external moderation. The moderator will mark a sample, according to her own judgment. Her assessment will then be compared with the assessment of the teacher.
- All evidence generated during the three practical tasks should be available for external moderation.

## **5.5 Skill-code for the weighting of construction techniques used in needlework**

A weighting is allocated for every technique, according to the degree of difficulty of the technique. The following list includes all techniques as indicated in the Content Framework. The techniques are not all compulsory. Use only the techniques applicable to the item chosen.

For grade 12, one garment / item should be chosen to the value of 80 points, and then divided into the two tasks, or two items could be chosen, each to the value of 40 points

Grade 11 learners should make an item / items to the value of 60 points, and grade 10 to the value of 40 points.

Points for the same technique could not be awarded twice in the same task.

	Weighting		Weighting
Layout. Cut. Transfer pattern markings	10	French seams	5
Single straight seams with appropriate seam finish.	5	Hem	5
Curved seam or square corners. Appropriate finishes	5	Zip	10
Shaped facing for neckline or armhole	10	Sewn-on fasteners	5
Facing, not shaped	5	Button and buttonhole	10
Disposal of fullness: At least one method	5	Opening / slit	5
Make and attach waist band	10	Lining in jacket	10
Pocket: Stitched on or inserted in side seam	10	Lining in skirt	5
Decorate with a minimum of 3 decorative stitches	5	Making and attaching a collar	15
Advanced embroidery / decorating, e.g. bead work	10	Making and setting in a sleeve	10
Pack and label, include care- label	5	Quilting / appliqué	10
Make and attach bands / slings	5	Final ironing/pressing	5
Cut and use crossway binding or piping. Use for 2 armholes + 5 marks	10		

**5.6 Choosing items for the Practical Assessment Task, using the skill-code as a weighting to determine the degree of difficulty of the item.**

**Examples**

<b>Traditional shirt:</b>	
Layout. Cut. Transfer pattern markings	10
Straight seams and seam finishes: Side and shoulder	5
Hem: Sleeves and waist	5
Opening / slit: Front neckline	5
Sewn-on fasteners: button and loop, front neckline	5
Disposal of fullness: Darts	5
Facing with interfacing: Neckline	10
Decorate neckline with a minimum of 3 decorative stitches	5
Set –in sleeve.	10
Stitched-on pocket	10
Packaging and labelling, including care- label	5
Final ironing	5
<b>Total</b>	<b>80</b>

<b>Child's dress</b>	
Layout and cutting. Transferring pattern markings	10
Straight seams and seam finishes: Side and shoulder	5
Disposal of fullness	5
Cutting and using crossway binding for armhole finish	10 + 5
Shaped facing for neckline	10
Opening / slit	5
Hem	5
Final ironing	5
<b>Total</b>	<b>60</b>

<b>Pillowcase</b>	
Layout and cutting. Correct measurements and grain	10
Hems pillowcase opening	5
French seams	5
Folding pillowcase in the correct sequence, so that the French seams are inside the flap	5
Decorating wide hem with at least 3 decorative stitches	5
Packaging and labelling, including care- label	5
Final ironing	5
<b>Total</b>	<b>40</b>

### 5.7 Example of Assessment tools

<b>Planning</b>						<b>Comments</b>
<b>1. List of materials</b>				5		
5	2 – 3	0 – 1				
All materials listed in correct amounts, e.g. ½ meter denim, thread (colour)	1 – 3 omitted. One amount incorrectly indicated	More than three omitted. Many incorrect amounts				
<b>2. List of equipment</b>				5		
5	2 – 3	0 – 1				
All equipment listed, e.g. iron, pressing cloth, ironing board, scissors, needles, pins, etc.	1 – 3 omitted, but the rest are correct and relevant	Two or more omitted. Many irrelevant equipment mentioned				
<b>3. Time schedule / order of work</b>				10		
8 – 10	6 – 7	4 – 5	1 – 3			
All the construction techniques briefly described and put into a realistic time frame	Most of the construction techniques briefly indicated.	Some construction techniques indicated. Conceptualisation of a time schedule not very good	Few steps mentioned. No idea of a realistic time schedule			
<b>Total</b>				20		
<b>Convert to</b>				10		

<b>Production:</b> choose the relevant techniques from the memorandum below, and adapt/add if necessary. Marks may be adapted to make up a total of 90 Task 2: Mark techniques completed in red ink. Task 3: Mark techniques completed in green ink.			
<b>Layout of pattern</b>	<b>10</b>	<b>Cut and use crossway strips for binding / piping</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Fabric folded correctly 1</li> <li>• Pattern pieces placed on straight grain of fabric 1</li> <li>• Relevant pieces places on fold 1</li> <li>• No waste of material 1</li> <li>• Correct number of pattern pieces 1</li> <li>• Pin pattern onto fabric 1</li> <li>• Straight cutting on cutting lines 1</li> <li>• Cut notches accurately 1</li> <li>• Transfer all pattern markings accurately 1</li> <li>• Use of dressmaker's carbon and tracing wheel 1</li> </ul>		<ul style="list-style-type: none"> <li>• Cut accurately on diagonal fold of fabric 2</li> <li>• Cutting line straight 1</li> <li>• Width of strip even, 3–5mm (4 width of binding) 1</li> <li>• Nearly stitched to edge of garment 1</li> <li>• Folded over edge of fabric, even width 1</li> <li>• Stitched by hand / machine 2</li> <li>• No pleats 2</li> </ul>	
<b>Straight seams with appropriate seam finishes</b>	<b>5</b>	<b>Curved seams / square corners.</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Seam allowance correct and even 1</li> <li>• Stitching straight 1</li> <li>• Ironed 1</li> <li>• Finishing (Zigzag, overcast or other suitable method) 2</li> </ul>		<ul style="list-style-type: none"> <li>• Seam allowance correct and even 1</li> <li>• Stitching straight 1</li> <li>• Notched at correct intervals/ trimmed at corner 1</li> <li>• Finishing: Zigzag/ overcast other suitable method 2</li> </ul>	
<b>French seams</b>	<b>5</b>	<b>Zip</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• First stitching line pressed open 1</li> <li>• Completed width 5mm 1</li> <li>• Even distance throughout 1</li> <li>• Stitching straight 1</li> <li>• Sits at the wrong side of garment 1</li> </ul>		<ul style="list-style-type: none"> <li>• Zip fits smoothly into opening 2</li> <li>• Top edges of zip are even 2</li> <li>• Stitching straight 2</li> <li>• Spaces from opening to stitching even on both sides 2</li> <li>• Square stitching at bottom edge 2</li> </ul>	
<b>Hem</b>	<b>5</b>	<b>Sewn on fasteners</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Lies flat 1</li> <li>• Even width 1</li> <li>• Width suitable for garment / item 1</li> <li>• Neatly stitched by hand/machine 2</li> </ul>			
<b>Darts</b>	<b>5</b>	<b>Gatherings</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Stitching straight, neatly to a narrow point 2</li> <li>• Threads tied and stitched into garment 2</li> <li>• Ironed downwards or towards the side 1</li> </ul>		<ul style="list-style-type: none"> <li>• 2 –3 rows of machine gathering stitches 2</li> <li>• Evenly spaced 1</li> <li>• The threads drawn together to form gathers 1</li> <li>• Fullness evenly distributed 1</li> </ul>	
<b>Make and attach a collar</b>	<b>15</b>	<b>Make and attach a waistband</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Interfacing inserted 1</li> <li>• Inside seams snipped and trimmed 2</li> <li>• Outer edge of collar finished off smoothly and lies flat 2</li> <li>• Collar fits perfectly on neckline 1</li> <li>• Mark the attaching of the collar according to the shaped facing 10</li> </ul>		<ul style="list-style-type: none"> <li>• Interfacing 1</li> <li>• Width of band even 2</li> <li>• Finish neat on both sides 2</li> <li>• Stitched on inside by hand/machine neat 3</li> <li>• Lies flat, no pleats 2</li> </ul>	
<b>Shaped facing for neckline finish</b>	<b>10</b>	<b>Faced opening / slit</b>	<b>5</b>



<ul style="list-style-type: none"> <li>Shoulder seams of facing correspond with shoulder seams of garment 2</li> <li>Stitched neatly to garment 1</li> <li>Snip seam edges along curves 1</li> <li>Trim seam edges 1</li> <li>Finish edge of facing with suitable finish 1</li> <li>Secure facing to inside of garment 1</li> <li>Facing lies flat on garment 2</li> <li>Smooth neckline curve 1</li> </ul>	<ul style="list-style-type: none"> <li>Stitched to narrow point 1</li> <li>Slashed between stitching line, up to narrow point 1</li> <li>Free edge of facing finished; appropriate finish 1</li> <li>Ironed / stitched after turning 1</li> <li>Facing lies perfectly flat 1</li> </ul>
<b>Make and attach bands / slings 5</b>	<b>Button and buttonhole 10</b>
<ul style="list-style-type: none"> <li>Interfacing 1</li> <li>Width of band even 1</li> <li>Top-stitching on both sides 1</li> <li>Lies flat, no pleats 1</li> <li>Neatly attached to article on both sides 2</li> </ul>	<ul style="list-style-type: none"> <li>Buttonhole neatly sewn, on double /triple layers of fabric 5</li> <li>Correct size for button 1</li> <li>Horizontal/vertical to suit article 1</li> <li>Button correctly and neatly attached 2</li> <li>Button fits buttonhole 1</li> </ul>
<b>Pocket: Stitched on or inserted in side seam.</b>	<b>Making and setting in a sleeve</b>
<b>Lining</b>	<b>Final ironing / pressing (Only for task 3)</b>
<b>Decorate with a minimum of 3 decorative stitches</b>	<b>Quilting / Appliqué</b>
<b>Advanced embroidery / decorating, e.g. beadwork</b>	<b>Pack and label, including care label</b>

**APPENDIX 1**

**EXAMPLE OF A RECORD SHEET FOR TERM MARKS  
GRADE 10 and 11**

SUBJECT: \_\_\_\_\_

GRADE: \_\_\_\_ CLASS: \_\_\_\_

NAME OF TASK		TERM 1					TERM 2					TERM 3				
		Task 1	Task 2: Test	PAT	TOTAL	CONVERT	Task 3	Task 4: Mid-year exam	PAT	TOTAL	CONVERT	Task 5	Task 6: Test	PAT	TOTAL	CONVERT
TOTAL MARKS		50	50	50	150	100	50	200	50	300	100	50	50	50	150	100
DATE OF ASSESSMENT																
LEARNERS' NAMES		MARK														
1																
2																
3																
4																
5																
6																
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**EXAMPLE OF A RECORD SHEET FOR PROMOTION MARKS  
GRADE 10 AND 11**

**SUBJECT:** \_\_\_\_\_

**GRADE:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_

NAME OF TASK		6 Tasks							PAT					Exam	Promotion Mark	
		Task 1	Task 2: Test	Task 3	Task 4: Mid-year exam	Task 5	Task 6: Test	TOTAL	CONVERT	PAT 1	PAT 2	PAT 3	TOTAL	CONVERT	Final Exam	TOTAL
TOTAL MARKS		50	50	50	150	50	400	100	50	50	50	300	100	200	400	100
DATE OF ASSESSMENT																
LEARNERS' NAMES	MARK															
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**EXAMPLE OF A RECORD SHEET FOR TERM MARKS  
GRADE 12**

**SUBJECT:** \_\_\_\_\_

**GRADE:** \_\_\_\_ **CLASS:** \_\_\_\_

NAME OF TASK		TERM 1					TERM 2					Term 3				
		Task 1	Task 2: Test	PAT	TOTAL	CONVERT	Task 3	Task 4: Mid-year exam	PAT	TOTAL	CONVERT	Task 5: Test	Task 6: Trial exam	PAT	TOTAL	CONVERT
TOTAL MARKS		50	50	50	150	100	50	200	50	300	100	50	200	50	300	100
DATE OF ASSESSMENT																
LEARNERS' NAMES		MARK														
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2																
3																
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**EXAMPLE OF A FINAL RECORD SHEET FOR INTERNAL ASSESSMENT  
GRADE 12**

**SUBJECT:** \_\_\_\_\_

**GRADE:** \_\_\_\_ **CLASS:** \_\_\_\_

NAME OF TASK		25% Internal Assessment: 6 Tasks							25% External Assessment: PAT					
		Task 1	Task 2: Test	Task 3	Task 4: Mid-year exam	Task 5: Test	Task 6: Final exam	TOTAL	CONVERT	PAT 1	PAT 2	PAT 3	TOTAL	CONVERT
TOTAL MARKS		50	50	50	100	50	100	400	100	50	50	50	300	100
DATE OF ASSESSMENT														
LEARNERS' NAMES		MARK												
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