



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CIVIL TECHNOLOGY (WOODWORKING)

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

GRADE 12

2025

These guidelines consist of 15 pages.

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SECTION 1

1. INTRODUCTION

The 18 Curriculum and Assessment Policy Statement subjects which consist of practical components 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, Technical Sciences, Technical Mathematics
- **SERVICES:** Consumer Studies, Hospitality Studies, Tourism
- **TECHNOLOGY:** Civil Technology, Electrical Technology, Mechanical Technology, 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 regularly 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 differ 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 accounts for the skills the learner have mastered. The PAT is assessed at intervals and requires the learner to engage in multiple practical sessions. During these 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 done over THREE terms starting in Term 1 and Phase 1 should be done concurrently with the model in Term 1.

- (a) Phase 1 must be completed, marked and internally moderated by the end of Term 1.
- (b) Phase 2 must be completed, marked and internally moderated by **1 September 2025** to allow sufficient time for external moderation.
- (c) The provincial education departments should conduct provincial moderation in September to ensure readiness for the national external moderation in October.
- (d) All the phases of the PAT are to be kept safely until the moderation process is completed at all levels (both provincial and national moderation).
- (e) **The internal moderator/departmental head must conduct moderation of the PAT throughout the year.**
- (f) It is imperative that the criteria are adhered to from the beginning, as this will form the basis for assessment.
- (g) Teachers cannot penalise learners on areas that are not included in the initial criteria.
- (h) When learners are selected during moderation (face moderation), they may be required to showcase their practical or drawing skills and knowledge of the content captured/gained in the practical assessment task.

All **teachers** must **design a pacesetter** in line with the time frames specified in the PAT to indicate the completion dates for the different phases of the PAT. The teacher must manage this process to avoid crisis management and unnecessary stress closer to the completion date of the PAT.

The submission dates for the different phases of the PAT, as indicated in the pacesetter, should be given to the learners in writing. By adhering to these guidelines, the assessment and moderation process should be smooth and fair, ensuring that all learners are evaluated consistently and accurately.

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 fully explain the requirements of the different phases of the PAT and the criteria, as indicated in the assessment tools 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** of this document and hand it to the learners not later than the **first week after the opening of schools in January 2025**.

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

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/departmental head.

2.5 Assessment

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

Both formal and informal assessments should be conducted at the different phases of the PAT. Informal assessment may 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 consider 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 moderator as well as the external moderator.

Where required, the moderator should be able to call the learner to explain the function and working principles and also request the learner to exhibit the skills acquired during practical sessions for moderation purposes.

SECTION 3**3. GUIDELINES FOR THE LEARNERS: WOODWORKING TASKS**

Learner's name: _____

Time allowed: Term 1 to Term 3

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.

TERM	WORK TO BE DONE	
Term 1	Phase 1	Making door frame stiles and fitting of a door with hinges and a mortise lock
Term 1	Phase 2 (Part 1)	Research, drawings and cutting list of wall cabinet
Term 2	Phase 2 (Part 2)	Building the wall-hung cabinet
Term 3	Phase 2 (Part 3)	Finishing the wall-hung cabinet

3.1 Instructions to the learner

- This practical assessment task (PAT) counts 25% of your final promotion mark.
- All the work you produce must be your own effort.
- Use your discretion where dimensions and/or information have been excluded or omitted.
- Where available you may use electronic equipment, e.g. cellphones, cameras and digital cameras 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 Phase 1: Making door frame stiles and fitting of a door with hinges and a mortise lock

Term: 1
Duration of phase: 3 hours per learner
Mark allocation: 20 marks

TASK:

Make a model that represents TWO doorframe stiles and use a solid timber plank for the door as seen in FIGURE 3.2. Fit the hinges and mortise lock to the door and hang the door onto the door frame. Make provision for the bolt and the latch of the lock in the doorframe and fit the striking plate. The door must be able to open, close and be locked.

Specifications:

- The height of the doorframe stiles is 400 mm.
- Use 76 mm x 50 mm timber for the doorframe stiles.
- The timber representing the door should be 400 mm x 200 mm x 38 mm and must fit into the frame.
- Cut rebates into the doorframe stiles to accommodate the door into the frame stiles.
- The doorframe stiles should be braced at the top and bottom, using any suitable timber.
- Any appropriate or suitable mortise lock set and door hinges can be used for this installation.
- Fit the lock in the middle of the door and the hinges 40 mm from the top and bottom of the doorframe stiles.

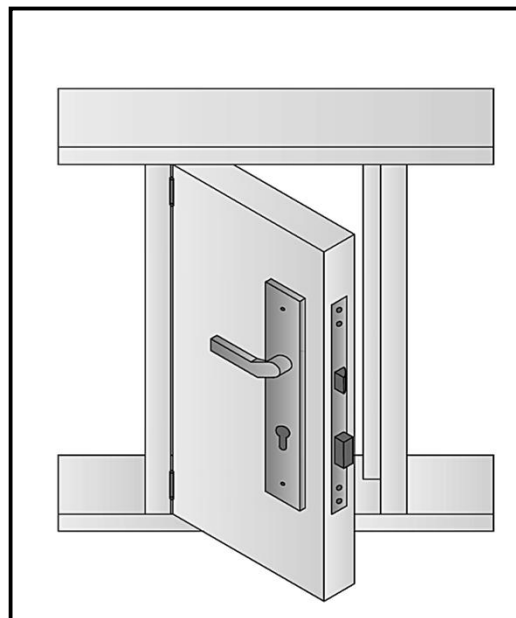


FIGURE 3.2

3.3 Marking guidelines for Phase 1

ASSESSMENT CRITERIA FOR THE MAKING OF DOOR FRAME STILES AND FITTING OF A DOOR WITH HINGES AND A MORTISE LOCK				
LEARNER'S NAME AND SURNAME: _____				
ASSESSMENT CRITERIA	GOOD/ EXCELLENT	AVERAGE	POOR/NOT ATTEMPTED	MODERATED MARK
	8-10	4-7	0-3	0-10
Marking, cutting and assembling timber for the door frame with a rebate				
Marking and cutting the timber for the door				
Marking, rebating and fitting of hinges to the door				
Marking the position, cutting and fitting the mortise lock in the middle of the door				
Countersink the front plate of the lock to be flush with the side of the door				
Marking and drilling of the holes of the square shaft and keyhole of the lock				
Hang the door into the frame				
Mark and countersink the hole for the bolt and latch and fit the striker plate to the frame				
TOTAL OUT OF 80				
CONVERTED TOTAL OUT OF 20 <i>(Total ÷ 4)</i>				

It is mandatory to record video clips and photos of the learner performing the task and keep these video clips and photos electronically on a disc or memory stick (backup) at the school, which should then be provided as evidence during moderation.

3.4 Phase 2: Wall-hung cabinet with door(s) OR drawer(s) and an open shelf

Terms: 1, 2 and 3

Duration of phase: 20 hours

TASK:

You are required to design and make a wall-hung cabinet with a door(s) or a drawer(s) and an open shelf using any softwood, hardwood, pallet wood or suitable board products.

INSTRUCTIONS:

- Research different types of wall-hung cabinets focusing on the following:
 - Different styles of wall cabinets
 - Different ironmongery that can be used for the door(s) OR the drawer(s)
 - Methods of installing door hinges OR drawer rails
- Draw (freehand or with instruments) at least THREE designs of wall hung cabinets.
- Select the preferred design and draw a scale drawing of the front, top and left views (first-angle orthographic working drawings) of the wall cabinet that you are going to make. Show ALL measurements/dimensions and ironmongery on your drawing.
- List ALL materials needed to complete the wall hung cabinet.
- Compile a cutting list for this wall hung cabinet.
- Compile a schedule to show the stages and time frames for making the wall-hung cabinet.

Use the following specifications:

- The wall-hung cabinet should consist of:
 - One or more doors/drawers
 - One or more open shelves
 - Backing of any appropriate timber/board product
 - Cleats to hang the wall cabinet on the wall
- Learners should be innovative and creative when making the wall cabinet.

NOTE: Evidence of research, drawings, templates, stages in making as well as the model should be available for moderation.

3.5 Marking guidelines for Phase 2

ASSESSMENT OF THE WALL-HUNG CABINET				
LEARNER'S NAME AND SURNAME: _____				
ASSESSMENT CRITERIA	GOOD/ EXCELLENT	AVERAGE	POOR/NOT ATTEMPTED	MODERATED-MARK
PLANNING	8-10	4-7	0-3	0-10
Research different types of designs of wall-hung cabinets, focusing on different styles, ironmongery and installation methods (Minimum 2 x A4 pages on each criterion)				
THREE freehand/instrument drawings of different designs of wall-hung cabinets				
Compile a cutting list for the preferred design				
List ALL materials needed to complete the wall-hung cabinet				
Compile a schedule of stages and time frames for making the wall-hung cabinet				
TOTAL: 50				
SCALE DRAWINGS OF PREFERRED DESIGN	4-5	2-3	0-1	0-5
Correctness of front view (including ironmongery)				
Correctness of top view				
Correctness of left view (including ironmongery)				
Dimensions indicated on ALL views				
TOTAL: 20				
CARCASS/FRAME	8-10	4-7	0-3	0-10
Marking and cutting out of vertical sides				
Marking and cutting of top and bottom				
Marking and cutting of open shelf/shelves				
Marking and cutting of the backing				
Joining of frame (check for squareness and accurate assembly)				
TOTAL: 50				
DOOR/S OR DRAWER/S	16-20	8-15	0-7	0-20
Marking, cutting out timber of members for the door(s)/drawer(s)				
Installation of ironmongery for the door(s)/drawer(s)				
TOTAL: 40				

ASSESSMENT CRITERIA	GOOD/EXCELLENT	AVERAGE	POOR/NOT ATTEMPTED	MODERATED-MARK
FINAL PRODUCT	8–10	4–7	0–4	0–10
Neatness, appearance and functionality of the final product				
TOTAL: 10				
INNOVATION AND CREATIVITY	4–5	2–3	0–1	0–5
The learner enhances his/her chosen design by adding features to improve the appearance and functionality of the wall cabinet				
TOTAL: 5				
GENERAL ASPECTS	4–5	2–3	0–1	0–5
Adherence to deadlines				
TOTAL: 5				
TOTAL OUT OF 180				
CONVERTED TOTAL OUT OF 80 <i>(Total ÷ 2,25)</i>				

3.6 Composite mark sheet for Woodworking PAT

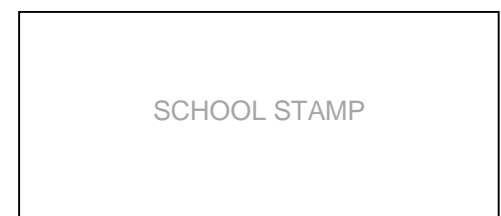
	SCHOOL NAME AND LOGO	PHASE 1		PHASE 2 (MODEL: WALL-HUNG CABINET)							TOTAL					
		TERM 1		PART 1 TERM 1		PART 2 TERM 2		PART 3 TERM 3								
		MORTISE LOCK AND HINGES	MODERATED MARK	PLANNING	SCALE DRAWINGS OF PREFERRED DESIGN	CARCASS/FRAME	DOOR/S/DRAWER/S	FINAL PRODUCT	INNOVATION AND CREATIVITY	GENERAL ASPECTS	TOTAL PHASE 2	MODERATED MARK	CONVERTED TOTAL	MODERATED MARK	TOTAL (PHASE 1 + PHASE 2)	MODERATED MARK
NO.	SURNAME AND NAME OF LEARNER	20	20	50	20	50	40	10	5	5	180	180	80	80	100	100
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
	TOTAL															

Signature of (Teacher)

Date (dd/mm/yy)

Signature of (Moderator)

Date (dd/mm/yy)



SECTION 4

4. OTHER RELEVANT INFORMATION

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

The absence of a PAT 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 must be presented by the candidate for assessment and moderation:

- Phase 1: Mark sheet with evidence
- Phase 2: Evidence of planning and scale drawings of the model
- Phase 2: Mark sheet and a completed model
- The candidate's name and class must be clearly indicated on all components of the PAT
- Completed Declaration of Authenticity with school stamp

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

- A composite mark sheet (ONE composite mark sheet comprising all candidates' names and marks for all phases)

4.3 Recommended time frames for the completion of the PAT

Term 1:

- Phase 1 and Phase 2 (Part 1)

Term 2:

- Phase 2 (Part 2)

Term 3:

- Phase 2 (Part 3)

The product/model should be manufactured in the workshop under the teacher's supervision.

NOTE: The teacher should properly plan and manage the available resources so that all learners will be kept busy with some part of the tasks throughout the year. **PAT tasks must be completed, marked, and internally moderated by 1 September 2025.**

4.4 Declaration of authenticity

NAME OF SCHOOL:

NAME OF LEARNER:.....

NAME OF TEACHER:



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

SIGNATURE OF LEARNER

DATE (dd/mm/yy) (SUBMITTED)

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

SIGNATURE OF TEACHER

DATE (dd/mm/yy)

SECTION 5**5. CONCLUSION**

On completion of the practical assessment task learners should be able to demonstrate their understanding of the built environment/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 learning.