

National Curriculum Statements (NCS)

Curriculum and Assessment Policy Statement

GRADE 12 CAPS AMENDMENTS

ABRIDGED SECTION 4



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ABRIDGED SECTION 4

GRADE 12 CAPS

AMENDMENTS

**Implementation Date:
January 2021**

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PLEASE NOTE: The Arts Subjects are published in a separate document.

SECTION A: ABRIDGED CAPS SECTION 4 AMENDMENTS

1. Introduction

The National Curriculum Statement, Grades R-12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- The Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12*; and
- The National Protocol for Assessment.

A number of concerns were received from teachers, subject specialists, parents and education stakeholders about the **challenges** in the **implementation** of the Curriculum and Assessment Policy Statements (CAPS) in many subjects across the grades with regards to:

- **curriculum/assessment overload** and poor **curriculum coverage**;
- poor **quality** of formal **assessment tasks**;
- lack of guidance on the use of **cognitive levels**;
- omissions on the **forms of assessment**; and **weighting** of assessment with regards to **time and marks**;
- the need to create **more time for teaching and formative assessment**;
- the **number of tasks based** on the **need** to make valid and reliable judgments about learning outcomes;
- shift from **disconnected** 'tagged on' assessments to **credible assessment** tasks;
- the **nature of the subject and Grade** used to determine the required number of assessment tasks; and
- to **reduce dominance** by any single type or mode, e.g.: Tests, Projects, Assignments, Case Studies, Simulations etc.
- The Department of Basic Education has considered the concerns and has agreed to undertake a holistic review of the CAPS documents to enhance the effectiveness of the curriculum. However, a curriculum strengthening process is lengthy and includes strict policy processes. To urgently address the most pressing needs and provide interim relief to teachers whilst supporting effective curriculum implementation, transitional arrangements have been approved whilst allowing the rigorous process of strengthening the CAPS to take place.

The DBE developed an abridged version of Section 4 of the CAPS, focusing mainly on the reduction of formal assessment tasks across most subjects.

2. Purpose

This document presents an abridged version of Section 4 of the CAPS document. It specifically provides the interim changes made to the programme of assessment for subjects in Grades 12, for implementation in January 2021.

The changes were made to relieve teachers from the burden of overload regarding the number of assessment tasks, thus, improving the focus on teaching and learning. The revisions in some subjects also include guidance regarding cognitive demands and types of assessment. The reduction of tasks in the FET phase varies from subject to subject based on the individual nature of the subject.

3. Conclusion

The amendments contained in this booklet must be read in conjunction with the relevant Curriculum and Assessment Policy Statements for the identified subjects in the FET Band.

SECTION B: SUBJECT SPECIFIC AMENDMENTS

1. Accounting

Programme of Assessment Grades 12

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. The requirements (number and nature of tasks) for Accounting are indicated below:

Grade 12 Programme of Assessment

	Term 1		Term 2	Term 3		Term 4		
Assessment	Written report	Test	Project	Case Study	Trial examination	Year-mark	Final examination	Total
Marks *	50	100	50	50	Two papers 2-hours each 2 x 150 = 300		Two papers 2-hours each 2 x 150 = 300	
							300	400
Term Reporting	25	75	100	25	75			

***Marks indicate the minimum mark per formal assessment task except examinations**

4.4.1 the forms of assessment

Various types of tasks are explained below. For those which involve independent work by learners in their own time, teachers are advised to ensure that certain aspects are completed in class. Teacher supervision of these aspects will tend to ensure that learners work independently and that their progress is monitored

Project

A project in each of the grades in the FET band is mandatory. Only one project per annum is recommended per grade. When preparing a project, consider the following minimum requirements:

- Learners should be given the necessary guidance prior to commencement of the project and their progress must be monitored.
- All criteria used to assess the project must be discussed with the learners.
- Generally, projects are given a longer period of time to complete as they involve some form of research, consolidating and choosing relevant information and preparing a written document as evidence.
- Often projects can pertain to some form of problem; and
- Research may form part of the project - the project is the evidence of the research conducted.
- Accounting skills may be developed through a project by incorporating use of accounting software programmes.

A suggestion is that projects are dealt with towards the end of a particular term (e.g. first term) for submission during the **next** term.

Presentation

Presentations can be written or oral, but there must be evidence of the presentation. All criteria used to assess the presentation must be discussed with the learners prior to the commencement of the presentation. Where resources are available, the use of electronic presentations should be encouraged.

Case Study

Learners are presented with a real-life situation, a problem or an incident related to the topic. They are expected to assume a particular role in articulating the position. They would draw on their own experience, the experience of peers or prior learning to interpret, analyse and solve a problem or problems.

Newspaper articles, magazine articles, and TV or radio presentations form excellent case studies. Learners have to read and/or listen, digest the information and then make informed decisions. Questions can range from lower order, e.g. direct quotes from the article, to higher order when they are asked to analyse comments or make suggestions. Case studies are a very good way of keeping the subject up to date and relevant.

Report

A report is generally the written evidence of a survey, analysis or investigation. Generally, this will be shorter than a project and it is specific to the topic, e.g. a business has come to you for advice on whether the business is experiencing liquidity problems. Often it implies consulting with an expert for advice on some problem - therefore it links very well with problem-solving. **Tests**

One test, written under **controlled** conditions, is prescribed for Grade 12. The test should adhere to the following:

- It must be completed by all classes in the same grade on the same day;
- All learners write the same test, which is completed under examination conditions;
- Questions must comply with year-end examination standards;
- Where there is more than one teacher, agreement must be reached on the scope, as well as the date and time of the test;
- The duration of the test should be one and half hours for 100 marks;
- The test should cover the different cognitive levels as in examinations. See table on cognitive levels below.

4.4.2 Examinations

The following guidelines should be considered when constructing examinations:

- *Content*

Content stipulated specifically for the grade	80%
Content stipulated in previous grades which impacts on assessment in subsequent grades	20%

- *Cognitive levels: Refer to Bloom's revised taxonomy: Remembering, Understanding, Applying, Analysing, Evaluating and Creating*

Basic thinking skills (e.g. factual recall, low-level comprehension and low-level application)	30%
Moderately high thinking skills (e.g. more advanced application, interpretation and low-level analysis)	40%
Higher-order thinking skills (e.g. advanced analytical skills, evaluation and creative problem-solving)	30%

- *Problem-solving*

Approximately 10% to 15% of all examinations should address problem-solving questions using critical and creative thinking. These include the solving of real-life problems within the context of the Accounting curriculum.

These problem-solving questions must also cover a range of cognitive skills (lower, middle and higher order) to cater for all learners but within the context of the learners.

For example, ‘*surface*’ problem-solving questions might involve recall or comprehension skills on familiar information while ‘*deep*’ problem-solving questions will generally involve creative solutions in new and unfamiliar scenarios falling within the ambit of the Accounting curriculum.

While analysis involving financial indicators can form very interesting problem-solving questions, the topic of problem solving goes a lot further and should be integrated into all aspects of the curriculum so that the learners develop the skills to apply the knowledge acquired.

Guidelines for ‘*deep*’ problem-solving questions are:

- Learners identify problems from Accounting information provided.
- Learners quote the relevant information to support their opinions on the problems.
- Learners provide valid and appropriate solutions.

Mid-year examinations

The June examination has been cancelled.

Trial examination (Grade 12 only)

The trial examination is one of the six tasks of the Programme of Assessment for **Grade 12**. Ideally, the trial examination should cover the full scope of the Grade 12 curriculum and should model the final Grade 12 examination. Below is an outline of the structure of the trial examination:

Implementation date		Paper	Time	Marks	Topics
Grade 12	2020	Paper 1	2 hours	150	Discipline 1
		Paper 2	2 hours	150	Discipline 2

NB.: The two papers must be written on two separate days.

Final examination

Grades 12 should write two papers, each of 2-hours and 150 marks, as a final examination.

*In proportion to time devoted to each topic					
Implementation date		Paper	Time	Marks	Topics*
Grade 12	2020	Paper 1	2 hours	150	Discipline 1
		Paper 2	2 hours	150	Discipline 2

NB.: The two papers must be written on two separate days.

Formula sheet for financial indicators

A formula sheet will be provided to learners. However, the titles will not be provided for each formula. Interpretation of the indicators is of paramount importance. Teachers are advised to deter learners from adopting a rote-learning approach to the indicators, and rather to encourage them to understand the purpose and rationale of each financial indicator. This approach will enable learners to provide well-informed comments on the indicators in interpreting the financial information.

2. Agricultural Management Practices

4.4 Programme of Assessment

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

4.4.2 de 12

Formal assessment: Grade 12 (Six Tasks)

Term 1	Term 2	Term 3	Certification Mark
(1) Assignment - 25% (2) Control test - 75%	(3) Control test - 100%	(4) Trial examination 100%	SBA Term1: 100 Term 2: 100 Term 3: 100 Total SBA: $300 \div 12 = 25$ (5) PAT Management Overview: 20 Practical Activities: 50 Management Test: 20 Time Register: 10 Total PAT: $100 \div 4 = 25$ (6) External Examination: Total $200 \div 4 = 50$
100	100	100	Total certification Mark: 100
Certification Mark for Grade 12			
SBA (25%)	PAT (25 %)	End-of-year assessment (50%)	
Term 1: 100	Practical assessment task: 100	End-of-year examination: 200	
Term 2: 100			
Term 3: 100			
100	100	200	

<ul style="list-style-type: none"> • Internally set • Internally marked • Externally moderated • Recorded on SASAMS SBA mark sheet provided by the provincial assessment body 	<ul style="list-style-type: none"> • Internally set • Internally marked • Externally moderated • Recorded on SASAMS marksheet provided by the provincial assessment body 	<ul style="list-style-type: none"> • Externally set • Externally marked • Externally moderated • Externally captured • Recorded on SASAMS marksheet provided by the provincial assessment body
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4.4.3 Assignments Tasks

Grade 10 to 12 each have a minimum of 1 assignment in term 1

Grade 12 Assignment

Assignments could be designed from the following content

- farm planning
- recording
- product harvesting
- marketing
- value adding
- processing
- Packing and distribution.

Grade 12 examinations

- The Grade 12 examination paper focuses on generic enterprises that are covered by all schools irrespective of their agro-ecological area.
- The trial examination should almost resemble the end-of-year examination in terms of the layout of the paper, the content that is covered and the questioning style. This paper should also be written in three hours with a mark allocation of 200 marks.
- The end-of-year examination is a written paper, which is set and moderated externally. It accounts for 50% of the marks for assessment. The external examination for Grade 12 should consist of one paper, which has a total of 200 marks. The duration of the paper should be three hours.

Duration of the Paper 3 hours

Production Enterprise	Shorter questions	Longer questions	Total Marks
Section A	50 marks		50
Section B (3 questions)		3 × 50 marks	150
Total Marks	50	150	200

3. Agricultural Sciences

4.3 Formal Assessment

In Grade 12 the formal assessment constitutes 25% and is set and marked internally and moderated externally. The remaining 75% of the final mark for certification in Grade 12 is set, marked and moderated externally.

Formal assessment: Grade 12 (6 tasks)			
Term 1	Term 2	Term 3	Certification mark
Task based assessment 1: 25% Control test: 75%	Task based assessment 2: 100%	Trial examination: 100%	SBA: Weighting Task Based assessment: Practical investigation: 15 Assignment: 15 Test based assessment: Control test: 30 Trial examination: 40 Total: 100 Examination: External Total: 300
100	100	100	Total certification mark: 400

In Grade 12 four tasks are completed during the school year and make up 25% of the total marks for Agricultural Sciences. In Grade 12 there are two external examination papers totalling 300 marks. Together these two papers make up the remaining 75%.

4.3.1 Formal Assessment tasks

Programme of Assessment

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

4.4.1 Grade 12

Programme of Assessment (Grade 12)					External assessment	
Assessment Tasks (Cass)					End-of-year assessment	
Percentage allocated	25%				75%	
Forms of assessment	Practical investigation and Assignment	Controlled test		Trial Examination P1 & P2	November examinations P1 & P2	
Number of pieces	2	1	1	1		
Marks	15	15	30	40	150	150
Sub totals	100				300	
Grand total	400					

Certification mark for Grade 12

SBA (25%)	End-of-year assessment (75%)
100	300
Internally set Internally marked Externally moderated Written on computerized SBA mark sheet provided by the provincial assessment body	Externally set Externally marked Externally moderated Externally capture
Total mark: $100 + 300 = 400$	

4.4.3. Tests/Quarter-ending tests and Examinations

1. A test in the programme of assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content and should be set for 60-90 minutes.

- The marks should be 75-100 considering the volume of the content covered and the time available.
- Each task, test and examination must cater for a range of cognitive levels and abilities of learners. The following is used as a guide to compile tasks and examination questions encompassing the different cognitive levels:

Cognitive Levels	Percentage
Knowledge	40
Comprehension and Application	40
Analysis, evaluation and synthesis	20

4.4.5 Examinations: End-of-year examination (format/structure)

Grade 12 (Trial Exam and End of the Year Exam Format)

Paper: 1			
Duration 2.5 Hours			
Content	Section: A	Section B	Total Marks
<ul style="list-style-type: none"> • Animal Nutrition • Animal Production, Protection and Control • Reproduction 	Question 1	Question 2 - 4	150
	45	Animal Nutrition: (35 Marks)	
		Animal Production, Protection and Control: (35 Marks)	
		Reproduction: (35 Mark)	
Paper: 2			
Duration 2.5 Hours			
Content	Section: A	Section B	Total Marks
<ul style="list-style-type: none"> • Agricultural Management and Marketing • Production factors • Basic Agricultural Genetics 	Question 1	Question 2 - 4	150
	45	Agricultural Management and Marketing: (35 Marks)	
		Production factors: (35 Marks)	
		Basic Agricultural Genetics: (35 Marks)	
Grade 12-A comprehensive practical investigation on animal nutrition, selection and identification of feeds and calculations in Pearson Square, nutritive value and interpretation of the various values			

4. Agricultural Technology

4.4.1 Assessment in Grade 12

Programme of Assessment in Grade 12

Formal Assessment: Grade 12 (Six tasks)			
Term 1	Term 2	Term 3	Certification Mark
1. Research task - 25% 2. Control test 1 - 75%	3. Control test 2 - 100%	4. Trial examination - 100%	SBA: Internal Term 1 – 100 Term 2 – 100 Term 3 – 100 Total 300/12=25% 5.PAT: Design – 25 Construction process – 50 Final product – 25 Total 100/4=25% 6. Final Examination: External Total 200/4=50%
100	100	100	Total Certification Mark:100%
Certification Mark for Grade 12			
SBA (25%)	PAT (25%)	Final examination (50%)	
Term 1 – 100 Term 2 – 100 Term 3 – 100	Practical assessment task PAT - 100	End of year examination - 200	
100	100	200	
<ul style="list-style-type: none"> Internally set Internally assessed Externally moderated Written on computerized SBA mark sheet provided by the provincial assessment body 	<ul style="list-style-type: none"> Internally set Internally assessed Externally moderated Written on computerized PAT mark sheet provided by the provincial assessment body 	<ul style="list-style-type: none"> Externally set Externally assessed Externally moderated Externally captured 	
Total mark: 100 + 100 +200 = 400/4=100%			

Examples of Assessment Tasks in Agricultural Technology

Control Tests

The formal tests in Agricultural Technology must be substantive in terms of time and marks. Tests should include the theory of the technological process, principles and concepts and the application thereof in the production of product(s)/artefact(s).

Research task

This task should be based on activities such as research, case study, projects, simulations, modelling, fabrication, manufacturing and demonstration and should focus on a variety of technological themes relating to an agricultural context. Tasks such as simulations put theoretical knowledge to practical use and usually do not require conclusions. Therefore, simulations will not include elaborate worksheets and conclusions but should rather generate guidelines and criteria to what is required.

Examples of research tasks:

Grade 12

- do research on the maintenance of an electric fence; set up a small-scale solar panel system on the farm; and
- do research on a centre pivot irrigation system?

Examination

The trial examinations for Grade 12 should consist of one paper of six questions and will count 200 marks. The suggested duration of the paper is 3 hours. All the questions are compulsory.

The trial examination needs to be closely related to the final examination in terms of time allocation, layout of the paper and subject requirements.

External assessment in Grade 12

The external assessment task in Grade 12 consists of an externally written paper (50%) and a PAT (25%).

External Examination

The external examination for Grade 12 will consist of one paper that contains six questions and counts 200 marks. The duration of the paper will be 3 hours. All the questions are compulsory.

The examination papers should test the knowledge and skills covered in Agricultural Technology.

Examination Guidelines for Agricultural Technology								
General remarks								
These guidelines are applicable to Grade 12 in Agricultural Technology.								
Specifications								
One paper								
Grade 12								
<table border="1"> <tr> <td>Trial Examination</td> <td></td> </tr> <tr> <td>Duration</td> <td>3 hours</td> </tr> <tr> <td>Marks</td> <td>200</td> </tr> </table>			Trial Examination		Duration	3 hours	Marks	200
Trial Examination								
Duration	3 hours							
Marks	200							
<ul style="list-style-type: none"> • all the questions have to be answered; • sketches must be neat; • all calculations and units must be indicated; and • the questions will not necessarily count for the same marks, as each section of the work has a different weighting. 								
Questions	Concepts Covered	Marks						
Q 1	Multiple-choice (20), Change the UNDERLINED word (10) and Choose a word/term from COLUMN B that matches the description in COLUMN A (10). These questions can cover all content areas.	40						
Q 2	Structural materials and related drawings, measurements and safety	35						
Q 3	Electrical energy and related tools, materials and safety	20						
Q 4	Skills and construction processes and related tools, materials, drawings, measurements and safety	35						
Q 5	Tools, implements and equipment and related tools, materials, drawings, calibrations and safety	40						
Q 6	Irrigation and water supply. Related tools, materials, drawings and measurements and communication	30						
		200						

The PAT for Agricultural Technology

The PAT comprises of a design component, and a manufacturing component. PAT leads to the design and development of the product according to the technological processes. The task should have functional value and must be based on real-life situations, for example the building of a braai, workbench, neck clamp, or drinking trough for animals, etc. The learners should be familiarised with the assessment criteria before they start with the task.

The PAT in Grade 12 is internally set and assessed but externally moderated. The project is completed under **controlled conditions in the school workshop** and is assessed by means of a rubric.

The PAT counts 25% of the total promotion mark (400).

The PAT counts 100 marks. It focuses on the development of the design portfolio (25 marks), the manufacturing processes (50 marks) and the final product (25 marks). School/learners can choose their own projects keeping in mind the prescribed criteria for the manufacturing process and the criteria and format for assessing the design portfolio, processes during the manufacturing of the project and the final product.

Criteria for the Grade 12 PAT project

At least seven of the following techniques/skills must appear in the manufacturing of the final PAT product.

- at least one welding technique. (arc welding, oxy-acetylene welding or MIG welding);
- oxy acetylene cutting;
- soldering;
- measuring;
- Electro plating;
- drilling;
- sawing;
- filing;
- grinding;
- finishing off; and
- painting.

The format of the portfolio must be as follows:

Cover page	Learner name
	School
	Examination number
	Year
Index	Assignment
	Planning/research
	Design sketches
Material list	
	Cost calculations
	Source list
	Any additional information
<p>Project: You must build a pump house for a newly bought greenhouse Task:</p> <ul style="list-style-type: none"> • Determine the actual location. • Draw up a site plan. • Draw a building plan. • Determine a quantity list. • Do a cost calculation of all materials that are needed? • Build the pump house. Total [100] 	
<p>Project: You must erect an electric fence around the farmyard Task:</p> <ul style="list-style-type: none"> • Draw a site plan. • Do a cost calculation of all materials that are needed? • Safety measures. • Erecting of the fence. Total [100] 	

5. Business Studies

4.4 Programme of Assessment Grade 12

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. The requirements (number and nature of tasks) for Business Studies are indicated below

GRADE 12					
	TERM 1		TERM 2	TERM 3	
Form of assessment	Case study	Controlled Test	Presentation	Project	Preparatory examination
Tool(s) of assessment	Marking guideline	Marking guideline	Rubric and Marking guideline	Rubric and Marking guideline	Marking guideline
Total marks	50	100	50	50	300
Time allocation	2 Hrs	1.5Hr	1Hr	6 Weeks	2 x 2 Hrs
Date of completion	Week 8	Week 10	Week 6	Week 2	Week 9 - 11
Content focus: Knowledge and skills	A minimum of 4 topics should be covered as per the ATP for Term 1	Control test should cover all topics as per the ATP for Term 1	At least 4 topics should be covered as per the ATP for Term 2	Term 3 topics as per the ATP	The preparatory exam should cover all topics done for the year as per the ATP

Weighting of formal assessment in Grade 12

	Term 1		Term 2	Term 3			Term 4			
Assessment	Case Study	Control Test	Presentation	Project	Preparatory Exam		Year Mark	Final exam		Total
Total marks	50	100	50	50	Paper 1 150	Paper 2 150		Paper 1 150	Paper 2 150	
Term Reporting	25	75	100	25	75					
								300		400
Final Mark							25	75		100

4.4.1 Forms of assessment

In Business Studies, the following forms of assessment must be administered:

- o Case study of Presentation of Project of Controlled Test of Preparatory examinations

Terms of references for all tasks:

- o The Programme of Assessment informs the type of assessment per term expected from learners of Each formal assessment task must consist of only one assessment activity of Each task must be completed by individual learners. (Group work is not allowed as it influences mark allocations as well and result in skewed SBA marks)
- o A topic must be specified and clear instructions given to learners as guidance of what is expected when completing the task
- o Questions must scaffold from lower cognitive levels to higher cognitive level questions where they are asked to analyse, comment and possibly make suggestions based on the topic and the case study given.
- o The case study, presentation and project must be administered under controlled conditions. Learners must collect information and bring it to the classroom where the teacher and learners can interact with the collected information to complete the task

Case study

- o Teachers must provide learners with the topics on which the case study will be based for assessment o Learners must be allowed one week to collect resources on the topics. The case study must be administered and completed within two hours under controlled conditions of Case studies are a very good way of keeping the subject up to date and relevant o Learners are presented with a real-life situation, a problem or an incident related to the topic Each formal assessment task must consist of only one assessment activity o They should draw on their own experiences or prior learning to interpret, analyse and solve a problem or set of problems and make suggestion/s and or recommendation/s to defend their arguments.
- o Case studies may be taken from newspaper articles, magazine articles, video clips or radio recordings and all sources must be acknowledged.

Controlled Test

Only One controlled test is prescribed in Grade 12 and must be administered in Term 1. The controlled tests must adhere to the following: o It must be completed by all classes in the same grade on the same day.

- Where there is more than one teacher, agreement must be reached on the scope as well as the date and time of the tests.
- All learners write the same test under examination conditions. The duration of the test must be one and a half hours for 100 marks.
- The test must cover the different cognitive levels in examinations. See table on cognitive levels under Examinations in the following section.
- The test must also include problem-solving questions.
- The test must cover a range of integrated topics, as determined by the annual teaching plan work schedule and the assessment plan.
- Questions must comply with year-end examination standards.

Presentation

A presentation in Business Studies consists of the following components:

- **Written (40) marks**
- **Oral (10) marks**
- **Total (50) marks**

The presentation must be based on topics covered in term 2 according to the Annual Teaching Plan. A maximum of five (5) minutes must be allocated for the oral presentation per learner. A separate rubric must be used for both the written and oral part of the presentation.

The rubric for the written presentation must be accompanied by a marking guideline. Evidence must be available of the oral mark allocated using a rubric.

The rubric for the assessment of the written as well as for the oral part of the presentation must include the following aspects:

- Criteria used to assess must be discussed with the learners prior to the commencement of the project.
- Clear level descriptors, which represents the contents of the topic identified for assessment through specific criteria, must be used. (All levels from 0 – 5 must be included)
- No clustering of levels is permitted, e.g. 0-1; 2-3 and 4-5
- The depth of responses must be clear to allow a learner to obtain maximum marks.
- Technical aspects required must also be set as criteria and to be clearly defined in the level descriptors.

Descriptors should be clearly developed in both rubrics.

Where e-learning resources are available, the use of electronic presentations should be encouraged and where e-learning resources are not available, posters and/or handout presentations are encouraged.

Project

The purpose of a research project is to develop the research, critical thinking and problem-solving skills.

Projects generally work well if they are structured around some form of problem and learners guided towards further research.

Research will form part of the project – the project is the evidence of the research conducted.

Projects must be given to learners towards the end of the second term to conduct research and must be administered during the second week of the third term. Refer to the note at the end of Term 2 Content (page 40 for Grade 12) o A project is completed over a longer period of time, as they involve some form of research, consolidation and the choosing of relevant information to prepare a written document as evidence.

The control in the case of a project will be in the form of continuous monitoring of progress.

All the criteria used in a rubric to assess the project must be discussed with the learners prior to them commencing with the project. A marking rubric must be used for the project and the following aspects are of importance:

- Criteria used to assess must be discussed with the learners prior to the commencement of the project.
- Clear level descriptors, which represents the contents of the topic identified for assessment through specific criteria, must be used. (All levels from 0 – 5 must be included)

- No clustering of levels is permitted, e.g. 0-1; 2-3 and 4-5
- The depth of responses must be clear to allow a learner to obtain maximum marks.
- Technical aspects required must also be set as criteria and to be clearly defined in the level descriptors.

4.4.2 Examinations

The following guidelines should be considered when constructing examinations:

Content

Content stipulated specifically for the grade	100%
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Cognitive levels

Basic thinking skills (e.g. factual recall, low-level application and low-level comprehension)	30%
Moderately high thinking skills (e.g. more advanced application, interpretation and low-level analysis)	50%
Higher-order thinking skills (e.g. advanced analytical skills, synthesis and evaluation)	20%

Problem solving

Approximately 10% of all examinations should address problem-solving questions using critical and creative thinking.

These include the solving of real-life problems within the context of the Business Studies curriculum.

These problem-solving questions must also cover a range of cognitive skills (lower, middle and higher order) to cater for all learners, but within the context of the learners.

Mid-year examinations

The June examination has been cancelled.

Preparatory examination

A preparatory examination is one of the six tasks of the Programme of Assessment for **Grade 12**. Ideally, the preparatory examination should cover the full scope of the Grade 12 curriculum and should model the final Grade 12 NSC examination. Below is an outline of the structure of the preparatory examination:

	Paper	Time	Marks	Content
Grade 12	1	2 Hrs	150	Business Environment and Business Operation
	2	2 Hrs	150	Business Venture and Business Role

End-of-year examinations

Grade 12 must have two question papers consisting of 150 marks EACH and the duration must be 2 hours per paper.

	Paper	Time	Marks	Business Environment	Business Venture	Business Role	Business Operation
Grade 10-12	1	2 Hrs	150	50%			50%
	2	Hrs	150		50%	50%	

6. Computer Application Technology (CAT)

Grade 12

Term	Term 1		Term 2	Term 3		Term 4			
Task	Task 1	Task 2	Task 3	Task 4		External Examination			
Form / Types of Assessment	Theory Test	Practical Test	Alternative Task: Closed or Open Book or Case Study or Survey	Practical Exam	Theory Exam	SBA	Practical Exam	Theory Exam	Practical Assessment Task (Pat)
Total Marks	Min 50	Min 50	Min 50	150	150	Min 750	150	150	150
Report Mark Weighting	50%	50%	100%	50%	50%	25%	25%	25%	25%
SBA Weightings	17,5%	17,5%	15%	25%	25%	100%			
Time Allocation	45 - 60 Minutes	45 - 60 Minutes	45 - 60 Minutes	3 Hours	3 Hours	Term 1 – 3	3 Hours	3 Hours	Term 1 – 3

There will be no June examination in Term 2.

Alternative types of assessment

An alternative type of assessment for CAT is a survey and a case study. A survey or a case study is optional assessment to a test (Task 3 Term 2).

Survey

The survey will assess skills and knowledge acquired for the section Information Management. It will also twin as preparation for the relevant section in the Practical Assessment Task.

The survey has two sections to this assessment task:

- Section 1

Creating a questionnaire to gather responses from an indicated number of respondents to a given scenario. The findings of the survey will be presented to a target audience indicated in the instructions. This section of the task should be done under controlled conditions. At the end of the duration the questionnaire must be handed in/submitted for marking.

- Section 2

Presenting the questionnaire to respondents for completing. The responses must then be processed in a spreadsheet according to the instructions given. Findings of survey will be submitted together with the completed questionnaires. Section 2 to be handed in at a date stipulated in the instructions of the task.

The survey can also be presented as an integrated task (practical and theory) in which some questions/instructions will assess the theory aspects of Information Management. Skills and knowledge assessed must accommodate the required cognitive levels.

Case study

Case studies are in-depth investigations of real-life situation. Data is gathered from a variety of sources and by using several different methods. A case study is a research method involving an in-depth, and detailed examination of a scenario, as well as its related contextual conditions. The duration of a case study should be 45 to 60 minutes.

Structure of Papers

Paper 1: One 3-hour practical paper of 150 marks (25% of the total marks for the subject)

This will be a practically oriented paper covering questions on Solution Development. To successfully complete this paper, each learner must have access to his or her own computer in the exam room. Provision needs to be made for sufficient computers to enable the examination to be completed in a maximum of **two sittings**.

This paper assesses the practical skills pertaining to Solution Development, that is the application packages studied, namely word processing, spreadsheets and databases as well as creating a simple web page using HTML. These skills will be assessed in an integrated manner based on real-life scenarios. Problem solving and aspects of file management will form part of the assessment of the application questions in this paper.

The paper will comprise of questions based on a scenario and will cover the following content areas in an integrated manner:

- Word processing (± 45 marks)
- Spreadsheets (± 40 marks)
- Databases (± 35 marks)
- Web development (± 15 marks)
- General (integration and application of techniques, knowledge and procedural skills to new situations) (± 15 marks)

An Input Mask Character sheet will be provided for use with the question on Databases.

An information sheet with HTML tags will be provided for use with the question on web development.

The learner/candidate will not be required to enter large amounts of data. The required data could be retrieved from the data disk or imported from documents such as a text file, word processing document, a database table or a spreadsheet.

Paper 2: One 3-hour written paper of 150 marks (25% of the total marks for the subject)

The paper will cover all theory aspects of all topics, including Information Management and elements (conceptual knowledge) of Solution Development (viz. application packages and file management)

A section will also assess the understanding of the technologies studied to make informed decisions in a real-life end-user scenario, ranging from choices of computer technology to its responsible use.

The table below gives a breakdown of the structure of the question paper:

Section	Description
A	<p>Question 1 – 3: Short questions (± 25 marks)</p> <p>A range of short questions covering all topics that could include:</p> <ul style="list-style-type: none"> ▪ Multiple choice, ▪ Modified true and false, and ▪ Matching columns.
B	<p>Question 4: Systems Technologies (± 25 marks)</p> <p>Questions related to the content, concepts and skills in the systems technologies topic area.</p>

	<p>Question 5: Internet and Network Technologies (± 15 marks)</p> <p>Questions related to the content, concepts and skills in the Internet and WWW, e-communication and network technology topic areas.</p>
	<p>Question 6: Information Management (± 10 marks)</p> <p>Questions related to the management of information.</p>
	<p>Question 7: Social Implications (± 10 marks)</p> <p>Questions are focused on the content, concepts and skills in the social implications focus area, namely impact of ICTs on society and health, social, legal, ethical, security and environmental issues.</p>
	<p>Question 8: Solution development (± 15 marks)</p> <p>Questions focused on the solution development topic area, namely the knowledge and understanding that supports the practical application of skills.</p>
C	<p>Question 9: Integrated Scenario (± 25 marks)</p> <p>This question is based on a single scenario and will be aligned to all the topics. It will also assess the understanding of these technologies to make informed decisions in a real-life end-user scenario, ranging from choices of technology to its responsible use.</p>
	<p>Question 10: Integrated Scenario/Case Study (± 25 marks)</p> <p>This question is based on a single scenario/case study and could be aligned to all the topics. It will also assess the understanding of these technologies to make informed decisions in a real-life end-user scenario, ranging from choices of technology to its responsible use.</p>

Content to be covered

Assessment addresses the content as set out in this document. Due to the conceptual progression of the content across the grades, content and skills from Grade 10 – 12 will be assessed in the external papers at the end of Grade 12.

New and emerging technologies will be accommodated in the curriculum as the curriculum is reviewed.

Cognitive Demand and Levels of Difficulty

Papers are evaluated in terms of cognitive demand and level of difficulty

Levels of cognitive demand:

Levels of cognitive demand are categorised as follows:

Level	Taxonomy	Description
C1 (level 1) 30%	Knowledge, Remembering	Recall of factual/process knowledge <i>in isolation</i> , i.e. one step/set of basic steps/instruction/process at a time, e.g. definitions in the theory section and single action or procedure found in the application packages.
C2 (level 2) 40%	Understanding, Applying	Combining isolatable bits or demonstrates understanding of steps/processes/ isolatable bits, such as translating from one form of representation to another, e.g. translating pictures, symbols, diagrams, screenshots, 'words'/mathematical equations into e.g. spreadsheet formulas. These questions could include reproduction of aspects of documents. It also requires using a combination of <i>known routines/steps/processes</i> in a familiar context in order to complete a task, where all of the information required is immediately available to the learner .
C3 (level 3) 30%	Analysing, Evaluating, Creating (Problem-solving)	Requires reasoning/investigation/developing a plan or combining different sets of steps/procedures; has some complexity where candidates need to see how parts relate to a whole and completing a task could have more than one possible approach. It could also require weighing possibilities, deciding on most appropriate solution and testing to locate errors/ troubleshooting as well as pattern recognition and generalisation. These questions will comprise actions/strategies/ procedures where candidates are required to create their own solutions to challenges different to those learners may have encountered in the classroom. These questions could include analysing documents or data, and decision-making.

Levels of difficulty

Levels of difficulty are categorised as follows:

- D1: Easy for the average Grade 12 candidate to answer
- D2: Moderately challenging for the average Grade 12 candidate to answer
- D3: Difficult for the average Grade 12 candidate to answer
- D4: Very difficult for the average Grade 12 candidate to answer. The skills and knowledge required to answer the questions at this level allow for an A-grade candidate (extremely high-achieving/ability learner) to be discriminated from other high ability/proficiency candidates.

In judging the level of difficulty of each question, both the demands that each question makes on the cognitive ability of an average Grade 12 CAT learner and the intrinsic difficulty of the question or task is considered. In making this judgement, the difficulty or ease of a particular question is identified. A four-category framework **for thinking about question or item difficulty** adapted from Leong (2006) has been used in this identification process.

This framework comprises the following four general categories of difficulty:

- **Content difficulty:** this indexes the difficulty of the subject matter, topic or conceptual knowledge; some content is inherently more difficult than other content.
- **Stimulus difficulty:** this relates to the linguistic features of the question and the challenge that candidates face in reading, interpreting and understanding the question.
- **Task difficulty:** this refers to the difficulty that candidates face when trying to formulate or produce an answer.
- **Expected response difficulty:** this refers to difficulties because of the mark scheme or memorandum, in other words how marks are allocated.

The estimated percentages for each level of difficulty within each cognitive level are shown in the table below:

	D1	D2	D3	D4	TOTAL
C1	±10%	±10%	±10%	-	±30%
C2	±10%	±15%	±13%	±2%	±40%
C3	±10%	±10%	±7%	±3%	±30%
TOTAL	±30%	±35%	±30%	±5%	100%

7. Civil Technology – Civil Services, Construction and Woodworking

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. Without this programme, assignments and tasks are crowded into the last few weeks of the term creating unfair pressure on the learners

PROGRAMME OF ASSESSMENT		
School-based Assessment SBA	Practical Assessment Task PAT	Final Examination
25%	25%	50%

The table below shows the compilation of the school based assessment mark:

Description	Time Frame	Marks
Assignment	Term1	50
PAT Simulation	Term2	200
Preparatory examination	Term3	200
Total		450

The following is the Programme of Assessment for Grades 12.

GRADE 12 ASSESSMENT REQUIREMENTS						
ASSESSMENT TASKS	TERM 1	TERM 2	TERM 3	TERM 4	% OF FINAL PROMOTION MARK	MARK Weighting
Assignment	1				5	
PAT Simulation		1			20	
preparatory examination			1		25	
Practical Assessment Task (PAT)					25	
Final examination				1	50	
TOTAL – PROMOTION MARK						

Compilation of the Civil Technology PAT Grades 12 mark is detailed in the table below:

Description	Time Frame	Marks
Simulation 1	January – March	50
Simulation 2	April – June	50
(Project)Final Product	January – September	150
Total		250

Two simulations and one project are prescribed. The simulations must be completed in term1 and term 2. Although the final PAT (project/) product only needs to be completed in the third term, learners should start working on the project from the first term in order to avoid running out of time to complete the PAT.

7.1.1 Assignment

- An assignment must be in the form of a written work which may include the following; Research, Case study, Drawings and Calculations.
- It should cover term1 content and the duration should be 60 minutes.
- The mark allocation should be 50 marks
- Each Assignment must cater for a range of cognitive levels or skills.
- The forms of Assessment used should be Grade and development level appropriate.
- The design of these tasks should cover the content and context

7.1.2 Examinations

- Each examination must cater for a range of cognitive levels
- There is no June Examination in Civil Technology specialisations
- A Formal Prescribed Simulation will be Assessed in June.
- The mark allocation of the three –hour Preparatory examination is 200 marks
- The Preparatory examination papers is set by the teacher and must be moderated by head of department at the school and approved by the District Curriculum advisors / facilitator. This is done to ensure that the prescribed weightings are adhered to by the teacher.
- The mark allocation of the externally three –hour final examination is 200 marks
- In the Grade 12 examination **only Grade 12 content** will be assessed. However, prior knowledge from Grades 10 – 11 may be necessary to interpret and answer some other questions

7.2 Formal assessments should cater for a range of cognitive levels and abilities of learners as shown below for all Civil Technology Specialisations:

Cognitive Levels	Percentage of Task
Lower order: knowledge	30%
Middle order: comprehension and application	50%
Higher order: analysis, evaluation and synthesis	20%

7.3 Examination Weighting in Civil Technology (Construction)

Question	Content/Topic	Percentage
1	OHS, Materials, Tools, Equipment And Joining (Generic)	30%
2	Graphics As Method of Communication (Generic)	40%
3	Roofs, Staircases and Joining (Specific)	40%
4	Excavations, Formwork, Tools And Equipment and Materials (Specific)	30%
5	Plaster and Screed, Brickwork and Graphics as Means of Communication (Specific)	30%
6	Reinforcement in Concrete, Foundations, Concrete Floor and Quantities (Specific)	30%
TOTAL		100%

7.4 Grade 10 format of the Question paper in Civil Technology (Construction)

QUESTION	CONTENT	MARKS PER TOPIC (VARIANCE \pm 2 MARKS)	MARKS PER QUESTION
GENERIC			
1	OHS safety	30	30
2	Materials	20	40
	Tools & Equipment	20	
3	Graphics as means of communication	40	40
4	Quantities	10	30
	Joining	20	
SPECIFIC			
5	OHS safety	4	30
	Materials	6	
	Tools & Equipment	10	
	Foundations	10	
6	Formwork	4	30
	Concrete and Brickwork	10	
	Graphics as means of communication	8	
	Quantities	6	
	Joining	2	
GRAND TOTAL			200

7.4 Grade 11 format of the Question paper in Civil Technology (Construction)

QUESTION	CONTENT	MARKS PER TOPIC (VARIANCE ± 2 MARKS)	MARKS PER QUESTION
GENERIC			
1	OHS safety	10	30
	Materials	20	
2	Tools & Equipment	15	40
	Graphics as means of communication	25	
3	Quantities	20	30
	Joining	10	
SPECIFIC			
4	Materials	8	30
	Excavations	8	
	Foundations	4	
	Concrete	10	
5	Tools & Equipment	4	30
	Graphics	8	
	Construction steel	4	
	Formwork	8 (10)	
	Cavity walls	6 (4)	
6	Joining	6	40
	Quantities	14	
	Construction brickwork	8	
	Roof covering	8	
	Staircases	4	
GRAND TOTAL			200

7.5 Examination Weighting in Civil Technology (Woodworking)

Question	Content/Topic	Percentage
1	OHSA, Materials, Tools, Equipment And Joining (Generic)	30%
2	Graphics As Method of Communication (Generic)	40%
3	Casements, Cupboards, Wall-Panelling and Quantities (Specific)	40%
4	Roofs, Ceilings, Tools and Equipment, and Materials (Specific)	30%
5	Cantering, Formwork, Shoring and Graphics as Means of Communication (Specific)	30%
6	Suspended Floors, Staircases, Ironmongery, Doors and Joining (Specific)	30%
TOTAL		100%

7.6 Grade 10 format of the Question paper in Civil Technology (Woodworking)

QUESTION	CONTENT	MARKS PER TOPIC (VARIANCE \pm 2 MARKS)	MARKS PER QUESTION
GENERIC			
1	OHS safety	30	30
2	Materials	20	40
	Tools & Equipment	20	
3	Graphics as means of communication	40	40
4	Quantities	10	30
	Joining	20	
SPECIFIC			
5	OHS safety	5	30
	Materials	7	
	Tools & Equipment	6	
	Casement	12	
6	Joining	4	30
	Quantities	8	
	Graphics	8	
	Doors	10	
GRAND TOTAL			200

7.7 Grade 11 format of the Question paper in Civil Technology (Woodworking)

QUESTION	CONTENT	MARKS PER TOPIC (VARIANCE ± 2 MARKS)	MARKS PER QUESTION
GENERIC			
1	OHS safety	15	35
	Materials	20	
2	Tools & Equipment	25	50
	Graphics as means of communication	25	
3	Quantities (Content was removed)	5	15
	Joining	10	
SPECIFIC			
4	Centering	6	30
	Formwork	10	
	Shoring	6	
	Materials	8	
5	Tools & Equipment	6	30
	Graphics	8	
	Staircase	4	
	Suspended floor	6	
	Casement	6	
6	Joining	6	40
	Quantities	10	
	Doors	8	
	Ceilings	4	
	Wall panelling and Cupboards	8	
	Ironmongery	4	
GRAND TOTAL			200

7.8 Examination Weighting in Civil Technology (Civil Services)

Question	Content/Topic	Percentage
1	OHSA, Materials, Tools, Equipment And Joining (Generic)	30%
2	Graphics As Method of Communication (Generic)	40%
3	Construction Associated with Civil Services, OHSA and Quantities (Specific)	30%
4	Cold and Hot-Water Supply, Tools, Equipment and Materials (Specific)	30%
5	Graphics as Means of Communication, Roof Work and Storm Water (Specific)	30%
6	Sewerage, Sanitary Fittings and Joining (Specific)	40%
TOTAL		100%

7.9 Grade 10 format of the Question paper in Civil Technology (Civil Services)

QUESTION	CONTENT	MARKS PER TOPIC (VARIANCE ± 2 MARKS)	MARKS PER QUESTION
GENERIC			
1	OHS safety	10	30
	Materials	20	
2	Tools & Equipment	15	40
	Graphics as means of communication	25	
3	Quantities	20	30
	Joining	10	
SPECIFIC			
4	OHS safety	4	30
	Materials	4	
	Construction associated with civil services	6	
	Cold water supply	8	
	Hot water supply	8	
5	Tools & Equipment	6	30
	Graphics as means of communication	16	
	Roof work	6	
	Storm water	2	
6	Joining	6	40
	Quantities	6	

	Above /below ground drainage (sewerage)	18	
	Sanitary fitments	10	
GRAND TOTAL			200

7.10 Grade 11 format of the Question paper in Civil Technology (Civil Services)

QUESTION	CONTENT	MARKS PER TOPIC (VARIANCE ± 2 MARKS)	MARKS PER QUESTION
GENERIC			
1	OHS safety	10	30
	Materials	20	
2	Tools & Equipment	15	40
	Graphics as means of communication	25	
3	Quantities	20	30
	Joining	10	
SPECIFIC			
4	OHS safety	4	30
	Materials	4	
	Construction associated with civil services	6	
	Cold water supply	8	
	Hot water supply	8	
5	Tools & Equipment	6	30
	Graphics as means of communication	16	
	Roof work	6	
	Storm water	2	
6	Joining	6	40
	Quantities	6	
	Above /below ground drainage (sewerage)	18	
	Sanitary fitments	10	
GRAND TOTAL			200

8. Consumer Studies

4.3 Formal Assessment

4.3.1 The formal assessment requirements for Consumer Studies in Grade 12

- **Two formal theoretical assessment tasks** must be completed during the school year in Grade 12.
- **The two formal theoretical assessment tasks** and **two practical lesson tasks**, consisting of six weekly practical lessons in Grade 12, make-up the **25% of the total School based Assessment (SBA) mark** for Consumer Studies.
- The *end-of-year assessment* includes **two parts**: (1) A Practical Assessment Task (PAT) and (2) a **written theory paper**. Together these two parts make up the remaining **75% in all Grade 12**.
- Together, **the three components** constitute the end-of-year promotion mark of a **100%**.
- The **Grade 12 PAT tests** are developed and set by the teacher according to the criteria stipulated in the PAT document for the *current year*.
- **Assessment for the PAT** is assessed internally by the teacher and externally by the Subject Advisor / Provincial Subject Head.
- The end-of-year NSC assessment (75%) in **Grade 12** is externally set, marked and moderated.
- Each task must cater for a balanced range of **cognitive levels** as well as align to the prescribed range for **levels of difficulty** as reflected in the tables that follow.
- An **item and error analysis** of learner performance must be completed after marking a formal assessment task. The purpose of the analysis is to expose a lack of knowledge and understanding or poorly developed skills. It further assists to identify the most suitable intervention strategy to improve the level of knowledge and understanding to improve learner performance.
- This process is verified externally by DBE/UMALUSI.

Formal assessment must cater for a range of cognitive levels and abilities of learners. The cognitive demand in assessment should be appropriate for the age and developmental level of the learner. Assessment in Consumer Studies must cater for a range of cognitive levels and learner abilities.

The assessment tasks should be designed carefully to cover the content in the subject as well as the range of skills and cognitive levels, identified in the specific aims in Section 1 of the Consumer Studies CAPS Policy Document.

SUGGESTED WEIGHTING FOR COGNITIVE LEVELS	
Cognitive level	Percentage
Lower order: Remembering	30 %
Middle order: Understanding 20% Applying 30%	50%
Higher order: Analysing / Evaluating and Creating	20%

The design of assessments should ensure that a full range of content and skills are assessed within each grade. The specific aims, topics, content and range of skills in the subject should be used to inform the planning and development of assessment tasks.

Formal assessment must cater for a range of levels of difficulty, as shown below:

SUGGESTED WEIGHTING FOR LEVELS OF DIFFICULTY	
Levels of Difficulty	Percentage
Easy	30%
Moderate	50%
Difficult	20%

Examiners and moderators **in all subjects** are encouraged to think about the difficulty level of every question /skill selected for assessment. In judging the level of difficulty, the demand made on the cognitive ability of an average learner as well as the intrinsic difficulty of the question or task is considered.

In making this judgement, the difficulty or ease of a particular question is identified. A four-category framework for thinking about question or item difficulty adapted from Leong (2006) is used in this identification process.

This framework comprises the following four general sources of difficulty:

- **Content difficulty:** Classifies the difficulty of the subject matter, topic or conceptual knowledge of the content, where some content is inherently more difficult than other content.
- **Stimulus difficulty:** Relates to the linguistic features of the question and the challenge that the candidate faces to read, understand or interpret the question.
- **Task difficulty:** Refers to the difficulty the candidates faces when trying to formulate or produce an answer.
- **Expected response difficulty:** Refers to the difficulty the candidates face due to how the response is formulated or how marks are allocated for the question;

Formal Assessment: Grade 12			
SBA Term 1	SBA Term 2	SBA Term 3	Term 4 Promotion mark
Task 1 March Control Test Task 2 Three (3) Practical Lessons	Task 3 Three (3) Practical Lessons	Task 4 Preparatory Examination	SBA: $\text{Term1} + 2 + 3 = 300 \div 3 = 100$ PAT: Practical examination = 100 NSC Examination paper = 200
100	100	100	100

** SBA = School based Assessment

In Grade 12 only **one internal exam is compulsory**. Schools may therefore:

- Write both exams; or
- Replace one of the exams with a test at the end of the term. This test will have the same weighting as the exam and must cover a substantial amount of work.

4.4 Types of formal assessment for Consumer Studies in Grades 10-12

4.4.1 Controlled Tests

Criteria for setting a question paper for a test or an examination in Grades 12

- A test for formal assessment **may NOT** comprise of a series of smaller tests. This creates an overload of assessment by adding the additional layers of assessment.
- A substantial amount of content must be included for assessment and the duration should be 45 to 60 minutes.

It is compulsory to include questions that require:

- Longer reflective responses in a paragraph format.
- Higher order thinking skills that require substantiating evidence/motivations/arguments.
- Source based questions such as: Case studies; scenarios; extracts; pictures/flow charts /tables/graphs/ cartoons/advertisements/menus for interpretation.
- *The first page of the test must include:* The name of the school; the date; name of the subject; grade; time allocation; name and number of the SBA task; mark total; name of the examiner and moderator;
- All test papers must be neatly typed;
- All graphics / illustrations should be print clear;
- The question paper should be error free e.g. no spelling, language, translation or mark allocation errors are allowed;
- It is compulsory for all tests to include TWO sections (Section A (Short questions) and Section B (Long questions));
- Each test must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.
- An item and error analysis of learner performance must be completed after marking a formal assessment task. The purpose of the analysis is to expose a lack of knowledge and understanding or poorly developed skills. It further assists to identify the most suitable intervention strategy to improve the level of knowledge and understanding to improve learner performance.

The mark allocation and suggested weighting of topics according to time spent per topic for tests is indicated in the table below.

TASK 1: MARCH TEST		Grade 12	
	Content	Marks (<i>minimum</i>)	Teaching time per topic
SECTION A (Short questions)			
Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	20	
SECTION B (Long questions)			
Question 2	Clothing	20	4 weeks
Question 3	Entrepreneurship	20	6 weeks
Question 4	Entrepreneurship	20	
Total		80	
Time		1 hour	

Criteria for setting a Marking Guideline

- The first page must contain: The name of the school; the date; name of the subject; grade; time allocation; name and number of the SBA task; mark total; name of the examiner and moderator.
- All marking guidelines must be neatly typed.
- No spelling, language or translation errors are allowed.
- The numbering format must be correct and the numbering must align accurately with the question paper.
- Indicate the mark allocation for each fact with a tick ☑
- Include all the alternative responses that are considered as correct answers on the Marking Guideline.

4.4.2 Examinations

- Each question paper must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.
- The mark allocation to weight the content for the Trial and November examination papers in all grades are indicated in the table that follows.

Grade 12: Trial Examination and Nov NSC Examination		Weighting of Marks per topic
	Content	Grade 12
SECTION A (Short questions)		
Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	40
SECTION B (Long questions)		
Question 2	The Consumer	40
Question 3	Food and Nutrition	40
Question 4	Clothing	20
Question 5	Housing	20
Question 6	Entrepreneurship	40
Total		200
Time		3 hours

4.4.3 PRACTICAL WORK

(a) Practical lessons

- **Grade 12:** learners must each do a minimum of **six (6) assessed practical lessons** during the year, three in each of the first two terms.
- Examples of suggested products for the assessed practical lessons are reflected in the Teaching plans for each practical option.
- Standardise the **development and progression of practical skills** in the province to ensure that skills progress from basic to more advanced skills to improve the employability of the learner.
- Ensure that a variety of skills are prioritised in the Practical Lessons.
- Target scarce skills to improve unemployment.
- The following skills need to be infused into lessons to strengthen: (a) Values; (b) Indigenous knowledge systems; (c) Soft skills to strengthen emotional intelligence, self-management and self-confidence; (d) Communication skills (e) Sustainable business practice skills e.g. Effective waste management and eco-friendly business practice skills.
- Ensure that **soft skills** are a focus area to develop and strengthen personal **self-management skills**, to improve the employability of the learner.
- Practical Lessons need to link to entrepreneurial principles to develop entrepreneurial mind sets to participate and contribute towards the South African economy.

(b) Practical Assessment Task (PAT) in Grade 12

- **The practical tests for the PAT Examination in Grades 12** are set internally by the teacher and are moderated and approved externally by the Subject Advisor to ensure that the applied techniques show progression for the development of skills from basic to more advanced skills.
- **The practical tests** for the PAT Examination are set internally by the teacher and are moderated and approved externally by the Subject Advisor to ensure that the applied techniques show progression for the development of skills from basic to more advanced skills in Grade 12.
- The PAT in each *practical option* consists of **one Practical examination** for the *practical option* selected by the school.
- No changes/amendment may be implemented to the expected outcomes as indicated in the PAT task for the current year in the *practical option* that was selected by the school. Provincial Departments of Education or teachers may not change or retype the PAT task for the current year or implement PAT tasks from a previous year of assessment.

- **Instructions/Guidelines** for the Grade 12 Practical Assessment Task Guidelines will be sent to schools at the end of the previous academic year. Teachers will select recipes/patterns and plan the tests according to the instructions for the assessment indicated in the PAT task for the current year.
- In Grade 12 the practical examinations take place in terms 3. In consultation with the Subject Advisor the Grade 12 PAT may be implemented in term 2.
- Provincial Departments of Education or teachers may not change or retype the PAT task for the current year or implement PAT tasks from a previous year of assessment.
- The date for the PAT practical examination in Grade 12 (Term 3) should be discussed and negotiated well in advance with the Subject Advisor and/or Provincial Subject Head to attend the exam.

Duration for the Practical examinations in each practical option

FOOD PRODUCTION	
Grade 12	15 minutes: Reading time 2 hours: Production 45 minutes: Evaluation
CLOTHING PRODUCTION	
Grade 12	1 hour: Lay out and cutting 3 hours: <i>(Completing the article)</i>
KNITTING AND CROCHETING PRODUCTION	
Grade 12	8 hours <i>(To be conducted in two sessions with a break in-between/over 2 days)</i>
SOFT FURNISHING PRODUCTION	
Grade 12	1 hour: Layout and cutting 3 hours: <i>(Completing the article)</i>
PATCHWORK AND QUILTING BY HAND PRODUCTION	
Grade 12	1 hour: Lay out and cutting 4 hours: <i>(To be conducted in two sessions with a break in-between)</i>

4.6 Moderation of assessment

4.6.1 Formal assessment (SBA)

- Grades 12 tasks are internally controlled and moderated by the HOD/ Subject Head of the school. It is compulsory for the Subject Advisor to moderate a sample of each task during his or her school visits, to verify the standard of the internal moderation process.
- It is compulsory for District and Provincial moderation to take place. This process is managed by the Provincial Education Department.

4.6.2 Practical assessment task (PAT)

- **Grade 12:** The Practical Assessment Task (PAT) will be externally moderated by the Subject Advisor and/or Provincial Subject Head for Consumer Studies.
- **Grade 12 Food production:** In term 3, the **last** group of learners (maximum 12) will be externally moderated at the school, while performing the practical examination. The moderator will assess the learners in the group independently from the teacher while they perform the examination. Afterwards the moderator will compare his or her assessment with the assessment of the teacher. A block adjustment could then be made, if necessary.
- **Grades 12 Clothing, Soft Furnishing, Knitting and Crocheting, Patchwork and Quilting:** The teacher assesses the practical examination and keeps the articles for external moderation. The Subject Advisor will visit the school for moderation in term 3 or 4, on a date communicated to the school. A block adjustment could then be made, if necessary.

9. Economics

4.4 Programme of assessment

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout the year. The requirements (number and nature of tasks) for Economics are indicated below:

The Programme of Assessment in Grade 12

Assessment	TERM 1		TERM 2	TERM 3			TERM 4			
	Assignment	Controlled Test	Project	Case Study	Trial exam		Year mark	FINAL EXAMINATION		TOTAL
Total	50	100	50	50	150 (P1)	150 (P2)	100	150 (P1)	150 (P2)	
Term Reporting	25%	75%	100%	25%	37.5%	37.5%		300		400

4.4.1 the forms of assessment

Assignments

An assignment in economics at the FET phase is one of the formal assessment tasks which is classified as a non-test / examination task where learners are expected to complete it over a specific time period (e.g. 2 or 3 days). It gives learners an opportunity to apply the knowledge and skills in class to solve certain problems or economic issues.

The following should be adhered to:

- At least two sub- topics of macroeconomics must be covered (challenging sub- topics).
- A range of cognitive levels to be examined through different question techniques (E.g. short questions, data response items, shorter paragraphs, etc.)
- It must be accompanied by a marking guideline
- Mark allocation must be in line with examination guideline.
- Open ended questions must also have possible responses in the marking guideline.

Research Project

A project in each of the grades is mandatory. Only one project per annum is recommended per grade. When preparing a project, consider the following minimum requirements:

- Learners should be given the necessary guidance prior to the commencement of the project and progress must be monitored.
- All criteria used to assess the project must be discussed with the learners (Rubric).
- The teacher must use the rubric in conjunction with the marking guideline.
- Generally, projects are given a longer period of time as they involve some form of research, consolidating and choosing relevant information and preparing a written document as evidence.
- Projects generally work well if they are structured around some form of problem.
- Research often forms part of the project - the project is the evidence of the research conducted. However sometimes projects involve the development of skills.
- The purpose of a research project is to develop the research, critical thinking and problem- solving skills of learners.
- Projects should ideally be given to learners towards the end of a particular term, e.g. the first term for submission during the **next** (second) term.

Case Study

- Case studies are a very good way of keeping the subject up to date and relevant.
- Learners are presented with a real-life situation, a problem or an incident related to the topic
- They are expected to assume a particular role in articulating the position.
- They would draw on their own experience, the experience of peers or prior learning to interpret, analyse and solve the problem or problems.
- Data response items using newspaper articles, magazine articles, video clips, and TV or radio presentations form excellent case studies.
- Learners have to read and/or listen, digest the information and then make informed decisions.
- Questions can be from lower order - direct quotes from the article - to higher order when they are asked to analyse comments and possibly make suggestions.

Controlled test

One test written under **controlled** conditions, is prescribed for Grades 12. The test should adhere to the following:

- It should be completed by all classes in the same grade on the same day.
- All learners write the same test, completed under examination conditions.

- Questions must comply with year-end examination standards.
- Questions must comply with year-end examination standards.
- Where there is more than one teacher, agreement must be reached on the scope, as well as the date and time of the test.
- The duration of the test should be at least one and a half hours for 100 marks.
- The test should cover the different cognitive levels as in examinations. See table on cognitive levels under 'Examinations' in the section that follows.
- The test should also include problem-solving questions.
- The test should cover a range of integrated topics, as determined by the work schedule and assessment plan.
- The controlled test should be written in Term 1.

4.4.2 Examinations

The following guidelines should be considered when constructing examinations:

- ***Content***

Content stipulated specifically for the grade	100%
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Content stipulated specifically for the grade 100%

- ***Cognitive levels***

Basic thinking skills (e.g. factual recall, low-level application and low-level comprehension)	30%
middle-order thinking skills (e.g. more advanced application, interpretation and low-level analysis)	40%
higher-order thinking skills (e.g. advanced analytical skills, synthesis and evaluation)	30%

- ***Problem solving***

Approximately 10% of all examinations should address problem-solving questions. These include the solving of real-life problems within the context of the Economics curriculum. Problem-solving questions must also cover a range of cognitive skills (lower, middle and higher order) to cater for all learners but within the context of the learners.

While evaluation and analysis can form very interesting problem-solving questions, the topic goes a lot further and should be integrated into all aspects of the curriculum so that the learners develop the skills to apply their knowledge acquired.

Mid-year examinations

The June examination has been cancelled.

Trial examination (Grade 12 only)

A trial examination is one of the seven tasks of the programme of assessment for **Grade 12**, ideally the trial examination should cover the full scope of the Grade 12 curriculum and should model the final Grade 12 examination. Below is an outline of the structure of the trial examination:

	Paper	Time	Marks	Macroeconomics & Economic pursuits	Microeconomics & Contemporary economic issues
Grade 12	2	2 hours	150	25 % & 25 %	25% & 25 %

End-of-year examinations

All grades in the FET band should write 2 x 2-hour examination papers of 150 marks each as a final examination.

The following is an outline of how the topics should be covered in the end-of-year examinations:

	Paper	Time	Marks	Macroeconomics & Economic pursuits	Microeconomics & Contemporary economic issues
Grade 12	2	2 hours	150	25 % & 25 %	25% & 25 %

10. Electrical Technology: Power Systems, Electronics and Digital Electronics

4.5 Assessment

4.5.1 Programme of Assessment

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. Without this programme, assignments and tasks are crowded into the last few weeks of the term creating unfair pressure on the learners

PROGRAMME OF ASSESSMENT		
School-based Assessment SBA	Practical Assessment Task PAT	Final Examination
25%	25%	50%

The table below shows the compilation of the school based assessment mark:

Description	Time Frame	Marks
Assignment	Term1	50
PAT Simulation	Term2	200
Preparatory examination	Term3	200
Total		450

The following is the Programme of Assessment for Grades 12.

GRADE 12 ASSESSMENT REQUIREMENTS							
ASSESSMENT TASKS	TERM 1	TERM 2	TERM 3	TERM 4	% OF FINAL PROMOTION MARK		MARK Weighting
Assignment	1				5	25	
PAT Simulation		1					
preparatory examination			1		20		
Practical Assessment Task (PAT)					25		
Final examination				1	50		
TOTAL – PROMOTION MARK							

4.5.2 Assignment

- An assignment must be in the form of a written work which may include the following; Research, Case study, Drawings and Calculations.
- It should cover term1 content and the duration should be 60 minutes.
- The mark allocation should be 50 marks
- Each Assignment must cater for a range of cognitive levels or skills.
- The forms of Assessment used should be Grade and development level appropriate.
- The design of these tasks should cover the content and context

4.5.3 Examinations

- Each examination must cater for a range of cognitive levels
- There is no June Examination in Electrical Technology
- A Formal Prescribed Simulation will be Assessed in June.
- The mark allocation of the three –hour Preparatory examination is 200 marks
- The Preparatory examination papers is set by the teacher and must be moderated by head of department at the school and approved by the District Curriculum advisors / facilitator. This is done to ensure that the prescribed weightings are adhered to by the teacher.
- The mark allocation of the externally three –hour final examination is 200 marks
- In the Grade 12 examination **only Grade 12 content** will be assessed. However, prior knowledge from Grades 10 – 11 may be necessary to interpret and answer some other questions

4.5.4 Practical Assessment Task (PAT)

The Department of Basic Education issues a Practical Assessment Task for Grade 12 every year. The practical assessment tasks for Grade 12 will be assessed by the teacher and will be externally moderated by the provincial subject specialists.

The date for the external moderation will be decided by the province in which the school is situated. The provincial education departments or schools may not change the prescribed task or use the task of the previous year.

Provision of the resources for the Practical Assessment Task is the responsibility of the school and schools should ensure that adequate time and funding is allocated for the completion of the Practical Assessment Task.

Compilation of the Electrical Technology PAT Grades 12 mark is detailed in the table below:

Description	Time Frame	Marks
Simulation / Experiment 1	January – March	50
Simulation / Experiment 2	April – June	50
(Project)Final Product	January – September	150
Total		250

Two simulations/experiments and one project are prescribed. The simulations must be completed in term1 and term 2. Although the final PAT (project/) product only needs to be completed in the third term, learners should start working on the project from the first term in order to avoid running out of time to complete the PAT.

4.6 Examination Weighting in Electrical Technology

4.6.1 Examination Weighting in Digital Electronics

The following table shows the weighting of topics in Electrical Technology: Digital Electronics

Grade 12			
Question	Topic	Percentage	Marks +/- 4 Marks
1	Multiple Choice Questions	7.5%	15
2	Occupational Health and Safety	5%	10
3	Switching and Control Circuits	25%	50
4	Semiconductors	10%	20
5	Digital and Sequential Devices	27.5%	55
6	Microcontrollers	25%	50
	Total	100%	200 Marks

4.6.2 Examination Weighting in Electronics

Examination Weighting in Electronics

The following table shows the weighting of topics in Electrical Technology: Electronics

Grade 12			
Question	Topic	Percentage	Marks +/- 4 Marks
1	Multiple Choice Questions	7.5%	15
2	Occupational Health and Safety	5%	10
3	RLC	17.5%	35
4	Semiconductor Devices	22,5%	45
5	Switching Circuits	25%	50
6	Amplifiers	22.5%	45
	Total	100%	200 Marks

4.6.3 Examination Weighting in Electrical Technology: Power Systems

Examination Weighting in Power Systems

The following table shows the weighting of topics in Electrical Technology: Power Systems

Grade 12			
Question	Topic	Percentage	Marks +/- 4
1	Multiple Choice Questions	7.5%	15
2	Occupational Health and Safety	5%	10
3	RLC	17.5%	35
4	Three Phase AC Generation	17.5%	35
5	Three Phase Transformers	15%	30
6	Three Phase Motor Control	17.5%	35
7	Programmable Logic Controllers (PLC)	20%	40
Total		100%	200

11. Engineering Graphics & Design (EGD)

The 2021 minimum formal assessment requirements for Engineering Graphics and Design are as follow:

GRADE 12:

- Fifteen course drawings
- One PAT
- Trial/preparatory examination
- The final NSC examination

The weightings of the cognitive levels for the EGD formal assessment tasks are as follows:

Cognitive Levels	Percentage of Tasks
Low order: Understanding and remembering	± 30%
Middle order: analysis and applying	± 40%
High order: Creating and evaluating	± 30%

4.4 Projects

The only 2021 project for Engineering Graphics and Design is the Practical Assessment Task (PAT). The EGD PAT is implemented across the first three terms of the school year and should be undertaken as one extended task, which is broken down into three different phases. Each EGD learner has to complete one PAT for every year of the FET phase. (See 4.9)

Instead of an additional project(s), EGD makes use of **course drawings (CD's)**, which should come from the normal yet essential developmental process of regular drawing and analytical tasks, as part of the formal assessment program. (See 4.5.5.2)

4.5 Programme of assessment

4.5.2 Grade 12

2021 GRADE 12 FORMAL ASSESSMENT PROGRAMME					
INTERNAL FORMAL ASSESSMENT: 25%		EXTERNAL FORMAL ASSESSMENT: 75%			
SCHOOL BASED ASSESSMENT: 25% (internally set and assessed)		PRACTICAL ASSESSMENT TASK (PAT): 25% (externally set and internally assessed)		NOVEMBER NSC EXAMINATION: 50% (externally set and assessed)	
LEARNER'S EGD FILE		LEARNER'S PAT FILE/PORTFOLIO		The final mark for each paper will be a mark that has been converted from 200 to 100.	
Course Drawings: All the prescribed and other formally assessed and recorded tasks	40	PAT Part A: The Design Process & PAT Part B: Presentation drawings of Part A (Instrument & CAD)		Paper 1: 3 hrs (200 marks ÷ 2 = 100)	100
Examinations: Preparatory (September)	60			Paper 2: 3 hrs (200 marks ÷ 2 = 100)	100
Total	100	Total	100	Total	200

4.5.3.3 Grade 12

2021 GRADE 12 ANNUAL FORMAL ASSESSMENT PLAN					
ASSESSMENT TASKS	TERM 1	TERM 2	TERM 3	TERM 4	PROMOTION MARK
Internal examinations			1		60 (15%)
Course drawings	6	4	5		40 (10%)
PAT: Part A & Part B	Done over first 3 terms and record for the 4th.			1	100 (25%)
NSC examination				1	200 (50%)
TOTAL					400 (100%)

4.5.4 The compulsory 2021 EGD school-based assessment (SBA) tasks for each term

This is a detailed overview of each term’s compulsory school-based assessment (SBA) tasks. All the compulsory SBA tasks are part of the compulsory Programme of Formal Assessment. The compulsory SBA tasks for a specific term, with the exception of the PAT, has to be recorded during that specific term and included as part of the terms reported mark.

The indicated compulsory SBA tasks are in accordance with the suggested annual teaching plans that are included in this document.

NOTE:

The indicated compulsory SBA tasks are the minimum requirements for each term.

4.5.4.3 Grade 12

2021 GRADE 12 COMPULSORY SCHOOL-BASED ASSESSMENT TASKS					
TERM 1		TERM 2		TERM 3	
Assessment Tasks	Suggested Contribution	Assessment Tasks	Suggested Contribution	Assessment Tasks	Suggested Contribution
Course drawings: <ul style="list-style-type: none"> • 1st mechanical assembly • Mechanical analytical exercise • Civil sectional elevation • Civil floor plan with elevations • Civil site plan • Two-point perspective 	100%	Course drawings: <ul style="list-style-type: none"> • Isometric drawing • Solid geometry • Interpenetration & development • 2nd mechanical assembly 	100%	Course drawings: <ul style="list-style-type: none"> • Loci (cam) • Loci (mechanisms) • Loci (helix) • Development of a transition piece • 3rd mechanical assembly 	25%
				Preparatory examination: Paper 1 and Paper 2	75%

4.5.5 The EGD formal assessment tasks

4.5.5.2 Course drawings

The purpose of the course drawings is to provide evidence that ALL the topics have been adequately covered and that all the learners have been assessed and given sufficient feedback on their acquired knowledge and skills in common tasks on the prescribed content of each topic.

Engineering Graphics & Design is both a knowledge and application/skill-based subject. Drawing and analytical tasks should be done on a regular (daily) basis. From this normal yet essential developmental process of regular (daily) tasks, various common tasks have to be selected from the prescribed content of each topic. The selected common tasks have to be formally assessed and recorded as part of the compulsory Programme of Formal Assessment. The selected common tasks will be referred to as course drawings (CDs).

Requirements for Course Drawings (CDs):

- CDs must come from the normal teaching and learning process of EGD and should therefore be one or more of the regular (daily) tasks, referred to as Daily Developmental Exercises (DDEs);
- The teacher has to ensure that each CD is each learner's own work;
- All learners have to be afforded extended opportunities, within realistic time frames, to attempt to complete correctly or incorrectly, each of the CDs;
- The recorded CD mark should address all, or most, of the grade-specific content of the topic and of an appropriate higher order of complexity for the specific grade. More than one task should be used to obtain the recorded CD mark;
- To ensure that all CDs comply with test and examination requirements and standards, all CDs, with the exception of the analytical exercises and the perspective drawings, have to be tasks that are completely redrawn;
- The questions and model answers of all CDs must be in the teacher's grade specific EGD file, and all the assessed and recorded CDs of each learner must be in his/her EGD file;
- Simplified rubrics may be used to assess all CDs;
- CDs are compulsory formal assessment tasks that have to contribute to the final promotion mark;
- It is important to note that CDs are not tests;
- Detailed descriptions of all CDs are on the last two pages of this document (See APPENDIX 4).

4.5.5.3 Examinations

The Engineering Graphics & Design examination papers should, in terms of format and content, be of a similar or higher standard than the DBE's examination/exemplar papers. The mark allocations should also be similar to the DBE's examination/exemplar papers.

In order to ensure the validity of examination papers, all papers should consist of original questions. Complete previous EGD exam papers, whether internally or externally set, may therefore not be used again. However, individual questions from a previous question paper may, preferably with some changes, be used again.

Format and composition of final EGD examination papers:

2021 GRADE 12 EXAMINATION PAPERS					
PAPER 1 -CIVIL- (3 hours) In first-angle orthographic projection			PAPER 2 -MECHANICAL- (3 hours) In third-angle orthographic projection		
Q 1	Civil analytical	± 15%	Q 1	Mechanical analytical	± 15%
Q 2	Solid geometry <u>and/or</u> Interpenetration and development <u>and/or</u> development of a transition piece	± 20%	Q 2	Loci of a Cam <u>and/or</u> Loci of a point(s) of a mechanism <u>and/or</u> Loci of a Helix	± 20%
Q 3	2-point perspective drawing	± 20%	Q 3	Isometric drawing	± 20%
Q 4	Civil working drawing including electrical features	± 45%	Q 4	Mechanical assembly	± 45%

4.10 Progression/promotion marks

2021 GRADE 12 PROGRESSION/PROMOTION MARK		
Assessment Tasks		Compulsory contribution
SBA	ALL course drawings (15 CDs)	40 (10%)
	Prelim/preparatory examinations: Paper 1 and Paper 2	60 (15%)
Practical Assessment Task (PAT)		100 (25%)
November (final) examination: Paper 1 (100 marks) and Paper 2 (100 marks)		200 (50%)
TOTAL		400

12. First Additional Languages

Note: Refer to Section 4 of the CAPS

4.4 Programme of Assessment

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

4.4.1 Overview of requirements

The following tables provide an overview of the Programme of Assessment requirements for each term for

First Additional Languages:

Table 3: Overview of Programme of Assessment Requirements Grade 12

Programme of assessment Tasks per term			External examination
Term 1: 1 Written Test + 3 Tasks	Term 2: 3 Tasks	Term 3: 1 Trial examination comprising 3 Papers: Paper 1– Language in context (80) – 2 hrs Paper 2– Literature (70) – 2,5 hrs Paper 3 – Writing (100) - 2,5 hrs + 1 Task	Term 4: 1 External Examination comprising 3 Papers: Paper 1– Language in context (80) – 2 hrs Paper 2– Literature (70) - 2,5 hrs Paper 3 – Writing (100) - 2,5 hrs + Paper 4–Oral (50)
Term mark (Terms 1-3) Each term, add totals for each task and convert to % for term mark. SBA mark: Add totals for tasks from term 1 to term 3, excluding oral marks, and convert to 25%, External examination <ul style="list-style-type: none"> • Convert Paper 1 to 20%, • Convert Paper 2 to 17,5%, • Convert Paper 3 to 25%, • Add totals for orals tasks throughout the year and convert to 12,5% (Paper 4). 			

Table 4: Programme of assessment Grade12

Programme of assessment			
Formal assessment tasks in Term 1			
Task 1	Task 2	Task 3	Task 4
*Oral: Listening for comprehension (10)	Writing: (50 marks) Narrative/descriptive/ discursive/ argumentative/ reflective	Writing: (30 marks) Longer Transactional writing: Friendly/formal letters (request/ complaint/application/ business) /formal and informal letters to the press/ curriculum vitae and covering letter/obituary/ agenda and minutes of meeting/report/ review/ newspaper article/ magazine article/ dialogue/ interview/ email	**Test: (40 marks) Comprehension and Summary OR Comprehension & Language structures and conventions
Formal assessment tasks in Term 2			
Task 5:	Task 6:	Task 7	
*Oral: Prepared speech (20)	*Oral: ONE of the following: Prepared reading aloud/ unprepared speech/ informal speaking in group (20)	Literature: (35 marks) Assignment	
Formal assessment tasks in Term 3			
Task 8			
Trial examinations: (250 marks) Paper 1 – Language in context (80) – 2 hrs Paper 2 – Literature (70) – 2,5 hrs Paper 3 – Writing (Can be written in August/September) (100) – 2,5 hrs			
Evidence must be available of informal assessment of writing activities: essays, longer and shorter transactional texts in each term according to the requirements of the Teaching Plans.			

***Oral:** Learners should do one listening comprehension task (Task 1), one prepared speech task (Task 5), and one other (Task 6), e.g. prepared reading aloud/ unprepared speech/ informal speaking in group work during the year.

****Test** could be set out of **40 marks** or, if more, should be **converted to 40 marks**. While the *Comprehension, Summary, Language structures and conventions* combination is suggested, teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school.

A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45-60 minutes, and should reflect the different cognitive levels as set out for exam papers.

13. Geography

4.3.1 Summary of formal assessments expected in Grade 12

Grade 12	Research Mapwork task 2 Controlled Tests Trial Exam	SBA (100)	
	End-of-year examination	Paper 1 = 120 (2 x 60) 30 (1 x 30) Total: 150 Paper 2 = 120 (2 x 60) 30 (1 x 30) Total: 150	
	TOTAL	SBA (100) + End-of-year (300)	400

In Grade 12 the Programme of Assessment comprises of six tasks. The five tasks completed during the school year are internally assessed and make up 25% of the total mark for Geography, while the sixth task is the end-of-year examination that is externally set and marked. The external examination makes up the remaining 75%.

4.3.2 Formal assessment requirements for Geography

(a) Assessment Tasks: Research and Mapwork

Assessment tasks should cover the geographical content and concepts highlighted in the curriculum. Some examples of geographical competencies that may be assessed in the formal assessment tasks are listed below. These geographical competencies may form the focus of specific tasks or they may be used together as part of a task. Learners should demonstrate competence in various combinations of the following during the grade:

- reading, analysing and interpreting maps, photographs and satellite images;
- drawing, analysing and interpreting graphs;
- drawing and labelling sketch maps;
- labelling diagrams;
- using models;
- working with a variety of data;
- analysing and synthesising information from different sources;
- conducting fieldwork, recording and interpreting findings
- working with concepts, data, procedures related to GIS;
- conducting and writing up research;

- writing paragraphs and essays; and
- evaluating arguments and expressing and supporting a point of view.

(b) Controlled Tests

A controlled test should be 60 marks and 60 minutes long. A test should also cover a significant amount of content and skills, such as a section of work that covers about four to six weeks. Tests may include a variety of assessments skills and techniques, such as multiple choice questions, matching columns one line answers, written paragraphs, labelling diagrams, doing calculations, working with data.

Tests (including other formal assessment tasks) should cater for a range of cognitive levels as indicated above.

NB. All formal assessment tasks must be done under CONTROLLED CONDITIONS, except the research task.

(c) Examinations

Grade 12

The Prelim and the Final Geography Examination in Grade 12 shall comprise of TWO papers of 150 marks each; Paper 1 (Climate and Weather, Geomorphology and Mapwork) and Paper 2 (Rural and Urban Settlement, Economic Geography of South Africa and Mapwork).

These papers should cater for a range of cognitive levels outlined in Table 1. The outline of the structure of the preparatory examination and end-of-year examinations is provided in annexure 4.7.1.

4.4.1 Programme of Assessment in Grades 12

Grades 12

			Grade 12		
Term	Assessment no	Type of Assessment	Raw Mark	Term Weighting	SBA Weighting
1	1	Test	60	75%	
	2	Research	100	25%	
2	3	Mapwork	60	100%	
3	4	Test	60	25%	
	5	Preparatory Exam	300	75%	
	SBA Mark				100
4	6	End-of-year external examination (Paper 1 and 2)			300
		<i>Total Assessment</i>			400
		<i>Percentage</i>			100%

4.4.2 Examples of possible assessment activities

Type of task	Assessment options or combination of options (see 4.3.2a)
Assessment Task 2 Research (Grade 12)	<ul style="list-style-type: none"> • Analysing and synthesising information from different sources • Conducting field work, recording and interpreting findings • Using and analysing case studies • Applying a variety of relevant GIS techniques • Evaluating arguments, expressing and/or supporting or disagreeing with a point of view with substantiation
Assessment Task 3 Mapwork (Grade 12)	<ul style="list-style-type: none"> • Reading, analysing and interpreting topographical and orthophoto maps • Reading, analysing and interpreting different types of photographs • Reading and interpreting sketch maps • Conducting field work, recording and interpreting findings • Making sketches of features or patterns • Applying a variety of relevant GIS techniques

NB. Data Handling should be integrated in all the other formal assessment tasks

4.7 Annexures

4.7.1 Format of examinations in Grades 12

GRADE 12	ONE PAPER ONLY	
Preparatory & End-of-year	PAPER 1	PAPER 2
	Marks Allocation : 150	Mark Allocation: 150
	Time Allocation: 3 Hours	Time Allocation: 3 Hours
	Question 1 (Climate and Weather) 60 Marks <ul style="list-style-type: none"> • Short objective questions (15 Marks) • 3 sub-questions of 15 marks each on Climate and Weather NB. ONE paragraph question of 8 marks in any of the three sub-questions Question 2 (Geomorphology) 60 Marks <ul style="list-style-type: none"> • Short objective questions (15 Marks) 	Question 1 (Rural and Urban Settlements) 60 Marks <ul style="list-style-type: none"> • Short objective questions (15 Marks) • 3 sub-questions of 15 marks each on Rural and Urban Settlements NB. ONE paragraph question of 8 marks in any of the three sub-questions Question 2 (Economic Geography of South Africa) 60 Marks <ul style="list-style-type: none"> • Short objective questions (15 Marks)

	<ul style="list-style-type: none"> • 3 sub-questions of 15 marks each on Geomorphology NB. ONE paragraph question of 8 marks in any of the three sub-questions <p>Question 3 (Mapwork) 30 Marks</p> <ul style="list-style-type: none"> • Map Skills and calculations (10 Marks) • Map interpretation (12 Marks) • GIS (8 Marks) 	<ul style="list-style-type: none"> • 3 sub-questions of 15 marks each on Economic Geography of South Africa NB. ONE paragraph question of 8 marks with any of the three <p>Question 3 (Mapwork) 30 Marks</p> <ul style="list-style-type: none"> • Map Skills and calculations (10 Marks) • Map interpretation (12 Marks) • GIS (8 Marks)
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14. History

4.4 History Programme of Assessment

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

4.4.1. Programme of Assessment and weighting of tasks

Grade 12					
Term	Assessment no	Type of Assessment	Raw Mark	Term Weighting	SBA Weighting
1	1	Source-based and Essay task (2 Hours)	100	25%	
	2	Standardised test, which includes a source-based question and an essay (2 Hours)	100	75%	
2	3	Research assignment	100	100%	
3	4	Source-based and Essay task (2 Hour)	100	25%	
	5	Preparatory Exam	300	75%	
	SBA Mark				100
4	6	End-of-year examination			300
		<i>Total Assessment</i>			400
		<i>Percentage</i>			100%

4.4.2 Examinations

Format of Grade 12 examinations

This examination includes two papers; each paper has six questions: three source-based questions (one set on each topic) and three essay questions (one set on each topic). Candidates must answer three questions: one source-based question, one essay question and one other question in each paper. Candidates may answer an essay and a source-based question on the same topic.

Allocation of content per question paper

The mark allocation is 50 marks per question, with a total of 150 marks per paper.

PAPER 1

SOURCE-BASED QUESTIONS	
Question 1	The Cold War: How did the Cold War period shape international relations after the Second World War? Question focus: Origins, Cold War in Europe and the Cuban crisis (case studies will be alternated every three years)
Question 2	Independent Africa: How was independence realised in Africa in the 1960s and 1980s? Question focus: Africa in the Cold War
Question 3	Civil society protests, 1950s to 1970s: What forms of civil society protest emerged from the 1950s to 1970s? Question focus: Civil rights and Black Power Movements (questions will be alternated every three years)

ESSAYS

Question 4	The Cold War: How did the Cold War period shape international relations after the Second World War? Question focus: China and Vietnam (questions will be alternated every three years)
Question 5	Independent Africa: How was independence realised in Africa in the 1960s and 1980s? Question focus: Successes and challenges faced by the Congo and Tanzania (case studies will be alternated every three years)
Question 6	Civil society protests from the 1950s to the 1970s: What forms of civil society protest emerged from the 1950s to 1970s? Question focus: Civil rights and Black Power movements (questions will be alternated every three years)

PAPER 2**SOURCE-BASED QUESTIONS**

Question 1	Civil resistance, 1970s to 1980s: What forms of civil society protest emerged from the 1970s to 1980s? Question focus: The challenge of Black Consciousness in the 1970s or The crisis of Apartheid in the 1980s (question focus and questions will be alternated every three years)
Question 2	The Road to democracy in South Africa and South Africans coming to terms with the past: How did South Africa emerge as a democracy from the crises of the 1990s and come to terms with the Apartheid past? Question focus: The TRC
Question 3	The end of the Cold War and a new world order: How has the world changed since the 1980s?

	Question focus: A new global world order
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ESSAY QUESTIONS	
Question 4	<p>Civil resistance, late 1970s to 1980s: What forms of civil society protest emerged from the late 1960s to 1980s?</p> <p>Question focus: The crisis of Apartheid in the 1980s and nature of resistance and international response or The challenge of Black Consciousness in the 1970s (question focus and questions will be alternated every three years)</p>
Question 5	<p>The road to democracy in South Africa, and South Africans coming to terms with the past: How did South Africa emerge as a democracy from the crises of the 1990s, and how did South Africans come to terms with the Apartheid past?</p> <p>Question focus: Negotiated settlement and the government of national unity</p>
Question 6	<p>The end of the Cold War and a new world order: How has the world changed since the 1980s?</p> <p>Question focus: The end of the Cold War and the events of 1989</p>

Assessment of essay questions

Essays must have a formal structure that includes an introduction, which introduces the point of view or the explanation; a main body, which develops an argument; and a conclusion. Credit will be given for this structure. Candidates will be asked to discuss explain or assess the accuracy of a statement, or to express an opinion.

Candidates will be assessed on their ability to:

- demonstrate thorough knowledge and understanding of the topic; use relevant information to answer the question;
- plan and structure an essay;
- use evidence to support an argument;
- develop and sustain an independent and well-balanced argument; and
- write chronologically, coherently and logically

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>PRESENTATION</p> <p>→</p> <p>CONTENT</p> <p>↓</p>	<p>Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout.</p>	<p>Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.</p>	<p>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>Planned and constructed an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.</p>	<p>Shows some evidence of a planned and constructed argument. Some attempt at developing a line of argument. Conclusions not clearly supported by evidence.</p>	<p>Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion</p>	<p>Little or no attempt to structure the essay.</p>

	Independent conclusion is drawn from evidence to support the line of argument.						
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<p>LEVEL 7</p> <p>Question has been fully answered.</p> <p>Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p>LEVEL 6</p> <p>Question has been answered.</p> <p>Content selection relevant to the line of argument.</p>	43–46	40–42	38–39				
<p>LEVEL 5</p> <p>Question answered to a great extent.</p> <p>Content adequately covered and relevant.</p>	38–39	36–37	34–35	30–33	28–29		

<p>LEVEL 4</p> <p>Question is recognisable in answer.</p> <p>Some omissions or irrelevant content selection.</p>			<p>30–33</p>	<p>28–29</p>	<p>26–27</p>		
<p>LEVEL 3</p> <p>Content selection does relate to the question, but does not answer it, or does not always relate to the question.</p> <p>Omissions in coverage.</p>				<p>26–27</p>	<p>24–25</p>	<p>20–23</p>	
<p>LEVEL 2</p> <p>Question inadequately addressed.</p> <p>Sparse content.</p>					<p>20–23</p>	<p>18–19</p>	<p>14–17</p>

LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						14 –17	0–13
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***Guidelines for allocating a mark for Level 1:**

- Question not addressed at all / totally irrelevant content / no attempt to structure the essay = 0
- Content includes basic and generally irrelevant information; no attempt to structure the essay = 1 - 6
- Question inadequately addressed and vague; little attempt to structure the essay = 7 – 13

ESSAY MARKING SYMBOLS

Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay, ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).

For example, in an essay where there are five (5) main points there could be about seven (7) ticks.

4.4.4 Assessment of source-based questions

Sources will be grouped around a key question. The context of the sources will be provided so that learners can use the sources to answer questions. Contextualisation includes the author or creator of the source, the title of the publication in which the source appeared, and the date and place of publication. Learners will therefore have the information to enable them to discuss the reliability or usefulness of each source. All people in cartoons or photographs will be identified. Each source will be a single source; no sources will be combined into a composite source.

- Candidates will be assessed on their ability to:
- demonstrate thorough knowledge and understanding of the topic;
- extract information from sources;
- interpret information from sources;
- identify and compare different perspectives within sources and between sources;
- explain the different perspectives within the sources in the context of the period studied;
- draw conclusions about the reliability and usefulness of sources; and
- synthesise information from a range of sources.

4.4.5 Guidelines for Grade 12 examination papers

Format of the question paper: Example

There are two question papers. Each question paper consists of the question paper and an addendum containing sources. Each paper has six questions: three source-based questions and three essay questions. Learners must answer three questions: one source-based, one essay and one other question. Learners may answer two questions on the same topic.

Instructions and information

1. This question paper consists of **SIX (6)** questions

Questions 1 and 4

The Cold War: How did the Cold War period shape international relations after the Second World War?

Questions 2 and 5

Independent Africa: How was independence realised in Africa in the 1960s and 1980s?

Questions 3 and 6

Civil society protests, 1950s to 1970s: What forms of civil society protest emerged from the 1950s to 1970s?

2. Each question counts 50 marks.
3. Candidates are required to answer **THREE** questions, **ONE (1)** source-based question, **ONE (1)** essay question and **ONE (1)** other, either an essay or a source-based question.
4. Learners may answer two questions on the same topic.
5. When candidates answer questions, they are required to demonstrate application of knowledge, skills and insight
6. Rewriting of the sources as answers will be to the disadvantage of candidates.
7. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Question 1: The Cold War - origins, Cold War in Europe **or** the Cuban Crisis (alternate every three years)

Question 2: Case study Angola

Question 3: Civil society protests, 1950s to 1970s: Case Study - Black Power Movement **or** Civil Rights Movement (alternate every three years)

SECTION B: ESSAY QUESTIONS

Question 4: Cold War - China **or** Vietnam (alternate every three years)

Question 5: Independent Africa – **A case study: Congo or Tanzania** (alternate every three years)

Question 6: Civil society protests 1950s to 1970s: Case Study - US Civil Rights Movement **or** Black Power Movement (alternate every three years)

HISTORY PAPER 2

MARKS: 150

TIME: 3 HOURS

Instructions and information

1. This question paper consists of **SIX (6)** questions

Questions 1 and 4

Civil Resistance, 1970s to 1980s: What was the nature of the civil society resistance after 1960s?

Questions 2 and 5

The coming of democracy in South Africa and coming to terms with the past: How did South Africa emerge as a democracy from the crises of the 1990s, and how did South Africa come to terms with the Apartheid past?

Questions 3 and 6

The end of the Cold War and a new world order 1989 to the present: How has the world changed since the 1989?

2. Each question counts 50 marks.
3. Candidates are required to answer THREE questions, ONE (1) source-based question, ONE (1) essay question and ONE (1) other, either an essay or a
4. source-based question.
5. Learners may answer two questions on the same topic.
6. When candidates answer questions, they are required to demonstrate application of knowledge, skills and insight
7. Rewriting of the sources as answers will be to the disadvantage of candidates.
8. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Question 1: Civil resistance, 1970s to 1980s – The challenges of Black Consciousness to the apartheid state **OR** The crisis of apartheid in the 1980s (alternate every three years)

Question 2: The coming of democracy to South Africa and coming to terms with the past –The TRC

Question 3: The end of the Cold War and a new world order 1989 to the present – New global world order

SECTION B: ESSAY QUESTIONS

Question 4: Civil resistance – The crisis of apartheid in the 1980s **OR** The challenges of Black Consciousness to the apartheid state (alternate every three years)

Question 5: The coming of democracy to South Africa and coming to terms with the past – Negotiated settlement and the Government of National Unity

Question 6: The end of the Cold War and a new world order 1989 to the present – The end of the Cold War and the events of 1989

An example of possible source-based questions

In this section, we provide an example of a source-based question.

SECTION A: SOURCE-BASED QUESTIONS - 50 MARKS Question 1

The scaffolding of questions should be from simple to complex (level 1 to level 3)

This is how Source – Based questions should be arranged:

1. Study Sources 1A, 1B, 1C and 1D to answer the questions that follow:

1.1 Refer to Source 1A.

1.1.1

1.1.2

1.2 Consult Source 1B.

1.2.1

1.2.2

1.3 Read Source 1C.

1.3.1

1.3.2

1.4 Use Source 1D.

1.4.1

1.4.2

LEVEL 1 Questions can be formulated as follows:

- Define the concept
- What information in the source tells you about...?
- Quote evidence from the source...
- Give reasons from the source....
- Mention / Name
- Identify
- What, according to the source, ...?

LEVEL 2 Questions can be formulated as follows:

- Explain the concept in the context of...?
- What message does the cartoonist convey regarding ...?
- Explain in your own words.
- Why do you think...?
- Comment on...

LEVEL 3 Questions can be formulated as follows:

- Explain to what extent the evidence in Source 1A.
- Compare the evidence in Sources 2A and 2B and explain how you would account for the differences/ similarities
- Explain the usefulness/ limitations/ reliability/ validity/ justification of the Source regarding.
- Using the relevant information from the sources and your own knowledge write a paragraph...

Allocation of content to essay and source-based questions:

Topic	Content	Question number and types of questions
The Cold War	<p>How did the Cold War period shape international relations after World War II?</p> <p>The origins of the Cold War (Overview– a broad narrative)</p> <ul style="list-style-type: none"> • End of Second World War (introduction) – why did a Cold War develop? • USSR and USA and the creation of spheres of interest: <ul style="list-style-type: none"> -- Installation of Soviet friendly governments in satellite states -- USA’s policy of containment: Truman Doctrine; Marshall Plan -- Berlin Crises 1949–1961 (broad understanding of the crises-overview) -- Opposing Military alliances: NATO and Warsaw Pact (broadly) • Containment and brinkmanship: the Cuban crisis (as an example of containment and brinkmanship) • Who was to blame for the Cold War? (Interpretation – differing points of view – needs to be highlighted in the introductory overview to Grades 10- 12) 	<p>Paper 1:</p> <p>Questions 1 Source-Based question</p>
	<p>Extension of the Cold War: case studies (Either China or Vietnam)</p> <p>CHINA (examined every three years as an alternative to Vietnam) <i>How did China rise as a world power after 1949?</i></p> <p>This section includes the following:</p> <ul style="list-style-type: none"> • Introduction: Establishment of Communist China in 1949: events leading up to 1949 (not examinable) • The Five Year Plan 1953-1957 • Hundred Flowers Campaign 1956-1957 • The Great Leap Forward 1958-1961 • Cultural Revolution 1966-1976 • Chinese relations with the Soviet Union and the USA from 1949 to 1973 (clash of ideologies more than individual events) (not examinable) • China’s changing relationships with neighbouring states: Tibet, India, Vietnam, Taiwan (not examinable) • To what extent was China established as a superpower by the time of Mao’s death? • Explain why China tried to improve relations with the USA after 1970 (not examinable) • Conclusion: impact of China’s economic liberalisation on relations with the rest of the world since Mao’s death until present. (not examinable) <p style="text-align: center;">OR</p>	<p>Question 4 Essay Question</p>
		<p>Question 4</p>

	<p>VIETNAM (examined every three years as an alternative to China) <i>How was a small country like Vietnam able to win a war against the USA? (1954–1975)?</i></p> <p>This section includes the following:</p> <ul style="list-style-type: none"> • Background: overview of the struggle against colonial powers prior to WW2 • Immediate post-war period in Vietnam <p>Stages in the war:</p> <ul style="list-style-type: none"> • 1957–1965 Struggle in Vietnam between the South Vietnamese army and communist-trained rebels (also known as the Viet Cong) • 1965–1969 North Vietnamese-USA struggle (include the nature of the Vietnamese war against the USA) • The War from a Vietnamese and USA perspective • The War as a world issue • 1969–1975 USA withdrawal from Vietnam (Impact on USA politics – student movements – link to Topic 3) • Conclusion: How the war is remembered today in the USA and Vietnam? 	<p>Essay Question</p>
<p>Independent Africa</p>	<p>How was independence realised in Africa in the 1960s and 1980s?</p> <p>What were the ideas that influenced the independent states</p> <ul style="list-style-type: none"> • Forms of government: political ideologies and economies - African Socialist/ capitalist/Democratic /one-party states <p>The two case studies Congo and Tanzania (1960 to 1980) are examples to illustrate the political, economic, social and cultural successes and challenges in independent Africa (1960 to 1980). The two case studies will be examined separately and are to alternate every three years.</p> <p>The successes and challenges faced by the countries:</p> <ul style="list-style-type: none"> • The kind of states: their aims/visions (political ideologies) • Political <ul style="list-style-type: none"> -- Types of leaders: Lumumba, Mobuto Sese Seko, Nyerere (What are the qualities of a good leader?) -- Legacies of colonialism -- Types of government -- Political stability and instability • Economic <ul style="list-style-type: none"> -- Types of economies (as third world countries) • Social and cultural <ul style="list-style-type: none"> -- Benefits of independence -- Education -- Africanisation 	<p>Question 5 Essay Question</p> <p>(ideas that influenced independent states included as introduction to the topic)</p>
	<p>What was the impact of the internal and external factors on Africa after the 1970s?</p>	<p>Question 2</p>

	<p>Africa in the Cold War: USSR, USA, Cuba, China and South Africa</p> <p>Case study: Angola</p> <ul style="list-style-type: none"> • Introduction: how Africa was drawn into the Cold War (Broadly) • Competing spheres of influence: trade, conflict, aid • Angola: colonialism and independence (Broad overview) • Outbreak of civil war 1974 <ul style="list-style-type: none"> -- FNLA -- MPLA -- UNITA • Reasons for and nature of involvement in Angola (USSR, USA, Cuba, China, South Africa) • Impact on regional stability • Significance of the Battle of Cuito Cuanavale 1987/1988 • The changing nature of international relationships after 1989 	<p>Source-based question</p>
<p>Civil society protests 1950s-1970s</p>	<p>What forms of civil society protest emerged from the 1950s to 1970s</p> <p>Overview of civil society protests:</p> <ul style="list-style-type: none"> • Women’s liberation and feminist movements in the 1960s and 1970s: a middle class movement in the industrialised countries. • Women’s identity in South Africa from the 1950s to 1970s: trade unionism, workers, their economic role in the rural areas and in the informal sector; as political anti-pass campaigners, initiatives taken within the liberation struggle including the middle class Black Sash • The peace movements: Disarmament; Students and anti-War movements • Civil rights movements 	<p>Research SBA (School based Assessment Task)</p>
	<p>What forms of civil society protest emerged from the 1950s to 1970s</p> <p>Case Study: The US Civil Rights Movement</p> <p>(alternated every three years as a source-based question)</p> <ul style="list-style-type: none"> • Reasons and origins of Civil Rights Movement in the USA (background information only) <ol style="list-style-type: none"> 1. Role, impact and influence of Martin Luther King Jr <ul style="list-style-type: none"> -- The influence of passive resistance (Gandhi) on Martin Luther King <ul style="list-style-type: none"> • Forms protest through civil disobedience: Montgomery bus boycott, sit-ins, marches including to Lincoln Memorial, 	<p>Question 3 Source-based Question</p>

	<p>Birmingham campaign, Selma- Montgomery marches</p> <ul style="list-style-type: none"> • School desegregation: case study Little Rock, Arkansas <p>Freedom rides freedom summer</p> <ul style="list-style-type: none"> • Short-term and long-term gains <p>Black Power Movement</p> <p>(alternated every three years as an essay question)</p> <ul style="list-style-type: none"> • Reasons for the movement • Black Panther • Roles of Malcolm X, Stokely Carmichael, Huey Newton and other African American activists • Short-term and long-term gains <p>Conclusion: This includes an overview of the progress, if any, that was made towards equality and civil rights by the civil rights and Black Power Movement</p>	<p>Question 6 Essay question</p>
<p>Civil Resistance late 1970s-1980s: South Africa</p>	<p>What was the nature of resistance by the civil society movements after the 1970s?</p> <p>Introduction (Not for exam purposes)</p> <ul style="list-style-type: none"> • Nature of the apartheid state in the late 1970s and 1980s • Opposition: underground, in prison and in exile <p>The challenge of Black Consciousness to the apartheid state (alternated every three years as an essay question)</p> <ul style="list-style-type: none"> • The nature and aims of Black Consciousness • The role of Steve Biko with the emphasis on his ideas and writing (personal complexes are confining – people empower themselves) • Black Consciousness Movement (BCM) • Black Consciousness at first perceived by the government as in accord with apartheid theories of ‘own affairs; the challenge posed by the ideas of Black Consciousness to the state • The 1976 Soweto uprising – briefly, relating to the influence of BCM on the students • The legacy of Black Consciousness on South African politics. 	<p>Paper 2:</p> <p>Question 4 Essay question</p>
	<p>The crisis of apartheid in the 1980s</p> <p>Government attempts to reform apartheid (alternated every three years as a source-based question)</p>	<p>Question 1 Source-based Question</p>

	<ul style="list-style-type: none"> • The 1982 urban Bantu Authorities Act attempt to give more power to local councilors in the townships; the tri-cameral system <p>Internal resistance to reforms</p> <ul style="list-style-type: none"> • Growing power of Trade Union Movement from 1973: black workers rediscovered their power of labour; rapidly growing membership; political alliance formed with communities and liberation movements • Response to Botha’s “reforms”: new methods of mobilisation; labour’s ‘rolling mass action’; mass civic action to make the country ungovernable (role of civics, UDF, Mass Democratic Movement, End Conscription Campaign) <p>International response</p> <ul style="list-style-type: none"> • International anti-apartheid movements <p>Anti-Apartheid Movements in Britain and Ireland</p> <p>Activities of the Movements: sports boycott; cultural boycott; academic boycott; consumer boycott; disinvestment; sanctions; release Mandela campaign</p> <p>Support for the anti-apartheid struggle in Africa: Frontline states (Angola. Botswana, Mozambique, Tanzania, Zambia and Zimbabwe)</p> <p>Beginning of the end</p> <ul style="list-style-type: none"> • South African economy in trouble feels the bite of International sanctions, disinvestment and boycotts coinciding with internal mass resistance • Secret negotiations with the ANC-in-exile and negotiations with Mandela 	
<p>The road to democracy in SA and coming to terms with the past</p>	<p>How did South Africa emerge as a democracy from the crises of the 1990s and come to terms with the apartheid past?</p> <p>The negotiated settlement and Government of National Unity</p> <ul style="list-style-type: none"> • Beginning of negotiations 1990–1991: Unbanning of organisations; Debates around negotiations: talks about talks, including Chris Hani’s objection to the talks; CODESA I; Role of the labour movement in negotiations; ANC gives up the armed struggle • Breakdown of negotiations: “Whites only” referendum (March) – de Klerk solution; Violence in the 1990s – debates around the violence; CODESA breaks down; Record of Understanding; Joe Slovo and the Sunset Clause 	<p>Questions 5 Essay question</p>

	<ul style="list-style-type: none"> • Multi-party negotiation process resumes: Formal multi-party negotiations resumed in April; Murder of Chris Hani – significance to the process – date of elections set; ongoing violence; Attempts to derail negotiations; AWB invasion of World Trade Centre; St James Massacre; killing at the Heidelberg Tavern • Final road to democracy 1994: Violence again - Fall of Mangope and Gqozo and the Bophuthatswana shootings; Inkatha Freedom Party March to Shell House and Shell House Massacre; The Constitution and the Bill of Rights; Freedom Front and IFP join elections; 27 April election; The Government of National Unity 	
	<p>How has South Africa chosen to remember the past? The Truth and Reconciliation Commission</p> <ul style="list-style-type: none"> • Various forms of justice: retributive justice and Nuremberg; restorative justice and the TRC. • Reasons for the TRC • Hearings (Case studies could include the various victims and perpetrators that appeared before the TRC) • The debates concerning the TRC <ul style="list-style-type: none"> -- Positive aspects: TRC as an instrument of reconciliation -- Amnesty provisions and problems with amnesty -- Focus on gross human rights of 1980s and ignoring institutional violence and the whole human rights abuses of apartheid -- Reparations • Responses of political parties and reasons for the responses to the TRC and the final report of the TRC: National Party, Inkatha Freedom Party, African National Congress 	<p>Question 2 Source-based question</p>
	<p>How has the world changed since the 1980s? The end of the Cold War: The events of 1989</p> <ul style="list-style-type: none"> • Gorbachev’s reforms in the Soviet Union • Eastern Europe <ul style="list-style-type: none"> -- Events in Poland – significance of ‘Solidarity’ -- Significance of events in Poland for the decline of Soviet influence in Eastern Europe (not for exam purposes) -- Germany: The fall of the Berlin Wall • The disintegration of the Soviet Union: to what extent were Gorbachev’s reforms responsible? • Turning point in South Africa: the collapse of the Soviet Union and its impact on SA; Cuito Cuanavale and its impact; De Klerk, the release of political prisoners in 1989, unbanning of organisations and the release of Nelson Mandela in 1990 	<p>Questions 6 Essay question</p>

<p>The end of the Cold War and a new global world order</p>	<p>A new world order</p> <ul style="list-style-type: none"> • What is globalisation? • Balance of power and impact on Africa: North-South and South-South relations • Dominance of global capitalism: USA; Bretton Woods, IMF and World Bank; World Trade Organisation; Civil society resistance to global capitalism; IT revolution • Emerging economies and different forms of capitalism: 	<p>Question 3 Source-based question</p>
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	<p>BRICS: Brazil, Russia, India, China and South Africa</p> <ul style="list-style-type: none"> • Responses to globalisation, heralding an age of economic insecurity: nationalism, localisation (for example, the break-up of former Yugoslavia); extremism (for example, religious fundamentalism such as the Christian right and Islamic fundamentalism - 9/11 and the consequences – the war on terror, Iraq); environmental movements. 	
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15. Home Languages

Note: Refer to Section 4 of the CAPS

4.4 Programme of Assessment

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

4.4.1 Overview of requirements

The following tables provide an overview of the Programme of Assessment requirements for each term for Home Languages:

Table 3: Overview of Programme of Assessment Requirements Grade 12

Programme of Assessment Tasks per Term			External Examination
Term 1: 1 Written Test + 4 Tasks	Term 2: 2 Tasks	Term 3: 1 Trial examination comprising: 3 Papers: Paper 1: Language in context (70) - 2 hrs Paper 2: Literature (80) – 2,5 hrs Paper 3: Writing (100) – 3 hrs + 1 Task	Term 4: 1 External Examination comprising: 4 Papers: Paper 1: Language in context (70) - 2 hrs Paper 2: Literature (80) – 2,5 hrs Paper 3: Writing (100) – 3 hrs + Paper 4: Oral (50)
Term Mark (Terms 1-3): <ul style="list-style-type: none"> Each term, add totals and convert to % for term mark. SBA Mark: <ul style="list-style-type: none"> Add totals for assessment tasks from term 1 to term 3, excluding oral marks, and convert to 25%. External Examination <ul style="list-style-type: none"> Convert Paper 1 to 17,5%, Convert Paper 2 to 20%, Convert Paper 3 to 25% 			

- Add totals for oral tasks throughout the year and convert to 12,5% (Paper 4).

Table 4: Programme of Assessment Grade 12

Programme of Assessment				
Term 1				
Task 1	Task 2	Task 3	Task 4	Task 5
*Oral: Listening for comprehension (15 marks)	Writing: (50 marks) Narrative/ descriptive/ discursive/ reflective/ argumentative essay	Writing: (25 marks) Transactional writing: Friendly/formal letters (request/ complaint/ application/ business/ formal and informal letters to the press) curriculum vitae and covering letter/ obituary/ agenda and minutes of meeting / formal or informal report/ review/ newspaper article/ magazine article/ speech/dialogue/ interview / email	*Oral: Unprepared speech (15 marks)	**Test: (35 marks) Language in context Comprehension Summary Language structures and conventions
Term 2				
Task 6		Task 7		
Literature: (35 marks) Literature assignment (35) OR Contextual questions (10 marks) and Literary essay (25 marks)		*Oral: Unprepared reading aloud/ Prepared speech (10 marks)		
Term 3				

Task 8	Task 9
<p>*Oral: Unprepared reading aloud/ Prepared speech (10 marks)</p>	<p>Trial examinations (250 marks) Paper 1 – Language in context (70 marks) - 2 hrs Paper 2 – Literature (80 marks) – 2,5 hrs Paper 3 – Writing (Can be written in August / September) (100 marks) – 3 hrs</p>

***Oral:** Learners should do one listening for comprehension (Task 1), one unprepared speech (Task 4), and either two prepared speeches **OR** one prepared speech and one unprepared reading aloud (Task 7 and (Task 8)).

****Test** could be set out of **35 marks** or, if more, should be **converted to 35 marks**. While the *Comprehension, summary, language structures and conventions* combination is suggested, teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school.

A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45-60 minutes, and should reflect the different cognitive levels as set out for exam papers.

16. Hospitality Studies

4.3.1 The formal assessment requirements for Hospitality Studies

- **Four formal School Based Assessment (SBA) tasks** must be completed during the school year in Grade 12 of which:
 - **Two formal theoretical SBA assessment tasks** must be completed during the school year in Grade 12 in Terms 1-3.
 - **The two formal theoretical assessment tasks and two practical lesson tasks**, consisting of **six weekly practical lessons and two Skills Tests** in Grade 12, to make-up the 25% of the total School based Assessment (SBA) mark for Hospitality Studies.
 - **The end-of-year assessment includes two parts:** (1) A Practical Assessment Task (PAT) and (2) a **written theory paper**. Together these two parts make up the remaining 75% in Grade 12.
 - Together, **the three components** constitute the end-of-year promotion mark of a **100%**.
 - **The Skills tests** are developed by the teacher and are externally moderated by the Subject Advisor / Provincial Subject Head.
 - **Assessment for the PAT** is assessed internally by the teacher and Departmental Head responsible for Hospitality Studies. It is also moderated externally by the Subject Advisor / Provincial Subject Head.
 - The end-of-year NSC assessment (50%) **in Grade 12** is set, marked and moderated externally.
 - Each task must cater for a balanced range of **cognitive levels** as well as align to the prescribed range for **levels of difficulty** as reflected in the tables that follow.
 - An **item and error analysis** of learner performance must be completed after marking a formal assessment task. The purpose of the analysis is to expose a lack of knowledge and understanding or poorly developed skills. It further assists to identify the most suitable intervention strategy to improve the level of knowledge and understanding to improve learner performance.
 - This process is verified externally by DBE/UMALUSI.

Formal assessment must cater for a range of cognitive levels and abilities of learners

The cognitive demand in assessment should be appropriate for the age and developmental level of the learner. Assessment in Hospitality Studies, must cater for a range of cognitive levels and learner abilities.

The assessment tasks should be designed carefully to cover the content in the subject as well as the range of skills and cognitive levels, identified in the specific aims in Section 1 of the Hospitality Studies CAPS Policy Document.

SUGGESTED WEIGHTING FOR COGNITIVE LEVELS	
Cognitive level	Percentage
Lower order: Remembering	30%
Middle order: Understanding 20% Applying 30%	50%
Higher order: Analysing / Evaluating and Creating	20%

The design of assessments should ensure that a full range of content and skills are assessed within each grade. The specific aims, topics, content and range of skills in the subject should be used to inform the planning and development of assessment tasks.

Formal assessment must cater for a range of levels of difficulty, as shown below.

SUGGESTED WEIGHTING FOR LEVELS OF DIFFICULTY	
Levels of Difficulty	Percentage
Easy	30%
Moderate	50%
Difficult	20%

Examiners and moderators **in all subjects** are encouraged to think about the difficulty level of every question /skill selected for assessment. In judging the level of difficulty the demand made on the cognitive ability of an average learner as well as the intrinsic difficulty of the question or task is considered.

4.4 Types of formal assessment for Hospitality Studies in Grades 12

4.4.1 Controlled Tests

Criteria for setting a question paper for a test or an examination in Grades 12

- A test for formal assessment **may** NOT comprise of a series of smaller tests. This creates an overload of assessment by adding the additional layers of assessment.
- A substantial amount of content must be included for assessment and the duration should be 45 to 60 minutes.
- It is compulsory to include questions that require:
 - Longer reflective responses in a paragraph format.
 - Higher order thinking skills that require substantiating evidence/motivations/arguments.
 - Source based questions such as: Case studies; scenarios; extracts; pictures/flow charts /tables/graphs/ cartoons/advertisements/menus for interpretation.
- **The first page of the test must include:** The name of the school; the date; name of the subject; grade; time allocation; name and number of the SBA task; mark total; name of the examiner and moderator;
- All test papers must be neatly typed;
- All graphics / illustrations should be print clear;
- The question paper should be error free e.g. no spelling, language, translation or mark allocation errors are allowed;
- It is compulsory for all tests to include TWO sections (Section A and B)
- Each test must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.
- An item and error analysis of learner performance must be completed after marking a formal assessment task. The purpose of the analysis is to expose a lack of knowledge and understanding or poorly developed skills. It further assists to identify the most suitable intervention strategy to improve the level of knowledge and understanding to improve learner performance.

The mark allocation and suggested weighting of topics according to time spent per topic for tests is indicated in the table below.

TASK 1: MARCH TEST			
Grade 12			
	Content	Marks (minimum)	<i>Teaching time per topic</i>
Section A Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	15	
Section B Question 2	Hygiene	5	1 week
Section C Question 3	Nutrition and Menu Planning,	25	4 weeks
Question 4	Food commodities	25	4 weeks
Section D Question 5	Food and Beverage Service	5	1 week
TOTAL		75	
TIME		<i>45-60 minutes</i>	

Criteria for setting a Marking Guideline

- **The first page must contain:** The name of the school; the date; name of the subject; grade; time allocation; name and number of the SBA task; mark total; name of the examiner and moderator.
- All marking guidelines must be neatly typed.
- No spelling, language or translation errors are allowed.
- The numbering format must be correct and the numbering must align accurately with the question paper.
- Indicate the mark allocation for each fact with a tick □
- Include all the alternative responses that are considered as correct answers on the Marking Guideline.

4.4.2 Examinations

Each question paper must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty. The mark allocation to weight the content for the Trial and November examination papers in all grades are indicated in the table that follows.

Grade 12	Trial Examination and November NSC Examination	Marks
	Content	Grade 12
Section A Question	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	40
Section B Question 2	Kitchen and Restaurant operations Hygiene Safety and Security	20
Section C Question 3: Question 4:	Nutrition and Menu planning Foo Commodities	80 (2x40)
Section D Question 5 Question 6	Sectors and Careers Food and Beverage Service	60 (2x30)
TOTAL		200
TIME		<i>3 hours</i>

4.4.3 PRACTICAL WORK

(a) Practical lessons

Grade 12: Learners must each do a minimum of six (6) assessed practical lessons and two (2) practical Skills Tests during the year, in each of the first two terms.

Examples of dishes and skills for the assessed practical lessons are reflected in the Teaching plans for the Practical work. Evidence of how marks are allocated for each Practical lesson according to the criteria stipulated in the CAPS policy, must correlate accurately in both the teacher and learner evidence.

(b) Practical Skills Test

The Skills Test is an assessment task that requires the learner to demonstrate and apply understanding of: (a) Soft Skills; (b) 21st Century skills, (c) Entrepreneurial Skills and (d) Practical techniques and skills.

Skill testing provides an objective measure of a candidate's ability and understanding to perform a specific task. A Skills Test measures **skills** or **knowledge** accurately. It further assists to determine whether the prescribed skills have been mastered effectively.

The scenario provided to introduce the test can be presented to the learner in the following formats: (a) written text; (b) visual text; (c) audio /video clip; (d) a practical demonstration or (e) a display.

Criteria for setting a Skills Test in Hospitality Studies

- Determine and indicate the skill/s to be assessed;
- Link the skill(s) to specific content within the Term's ATP;
- Select / create a scenario that is current and real;
- Select / create the scenario relevant to the identified skill/s and content covered within the relevant Term;
- Provide information about the skill/s and/or content;
- Develop the task with clear instructions;
- Develop an assessment tool with a clear breakdown of expected criteria to display the competence of the skill.

(c) Practical Assessment Task (PAT)

- The Practical Assessment Task (PAT) comprises of **ONE practical examination** in Grade 12.
- Provincial Departments of Education may not set common menus for schools in the province, as the facilities, type of guests and the finances differ in each school.
- Set dates for the PAT in Grades 12 at the beginning of the academic year, to appear on the school year plan.

These PATs should be planned to prevent clashes with other school activities.

- It is recommended that the PAT is included in the school's timetable for examinations /tests.
- The duration for the PAT is: **Grade 12:** 5 – 7 hours
- Learners must work individually during the PAT.

- Each learner requires a mark **out of 100** for cooking skills (Chef/Head chef/ Sous-Chef-/Kitchen Manager), OR a mark out of 100 for serving skills (Waiter/Maitre d'hôtel/Beverage Manager). (Select the role for the PAT, based on the performance of the learner's strongest skill for either cooking or serving.)
- The school has the responsibility to provide the resources for the Practical Assessment Task (PAT).
- **Grade 12:** Guidelines for the Practical Assessment Task are **set externally**. No changes/amendment may be implemented to the expected outcomes as indicated in the PAT task for the current academic year. Provincial Departments of Education or teachers may not change or retype the PAT task for the current year or implement PAT tasks from a previous year of assessment.
- **Grade 12:** The practical examinations takes place in term 3. In consultation with the Subject Advisor the Grade 12 PAT may be implemented in term 2.
- **The date** for the PAT in Grade 12 (Term 3) should be discussed and negotiated well in advance with the Subject Advisor and/or Provincial Subject Head to attend the exam.

The following protective dress code is compulsory for every Practical lesson and the PAT:

- **Chefs** should wear the correct chef uniform comprising of chef's jacket, pants, hat, chef's apron and school shoes to protect the learner. (*Jeans and tackies are not allowed.*) School uniform pants/trousers are permitted during practical lessons and PAT examinations. Hair must be kept away from the face using a hair net for hygiene purposes.
- **Waitrons** wear school uniform / black pants/trousers and a white shirt with the option of a waistcoat/ bowtie or a waiter's apron. Hair must be kept away from the face.
- Submission of completed written preparation forms for the practical lesson and PAT must be available in the learner evidence.
- **The following must be available for each Practical lesson and PAT:** (a) Clean dish cloths and oven gloves; (b) Dish washing liquid.

Criteria for the PAT examination in Grade 12 (External guidelines) Term 2 or 3
<p>Formal meal – Hors d'oeuvres and three courses. Plated service.</p> <p>Include: Advanced meat dishes, exotic vegetable dishes, interesting starch dishes, advanced sauces, vegetarian dishes, choux pastry, desserts, yeast products (baked), gelatine (salad or dessert), advanced garnishing, serving of wine substitute and non-alcoholic cocktails.</p>

17. Information Technology

Grade 12 Programme of Assessment

Term	Term 1		Term 2	Term 3		Term 4			
Task	Task 1	Task 2	Task 3	Task 4		External Examination			
Form / Types of Assessment	Theory Test	Alternative Task: Closed or Open Book or Case Study or Integrated task	Practical Test	Practical Exam	Theory Exam	SBA	Practical Exam	Theory Exam	Practical Assessment Task (PAT)
Total Marks	Min 50	Min 50	Min 50	150	150	Min 750	150	150	150
Report Mark Weighting	50%	50%	100%	50%	50%	25%	25%	25%	25%
SBA Weightings	17,5%	15%	17,5%	25%	25%	100%			
Time Allocation	45 - 60 Minutes	45 - 60 Minutes	45 - 60 Minutes	3 Hours	3 Hours	Term 1 – 3	3 Hours	3 Hours	Term 1 – 3

There will be no June examination in Term 2.

Alternative Assessment

Alternative assessment is an alternative to standard tests and exams. It provides a true evaluation of what the learner has learned, going beyond acquired knowledge by looking at their application of this knowledge.

Integrated task/test

An integrated task/test requires learners to be able to apply their knowledge and skills in both theory and practical work that was covered. Testing these types of scenarios e.g. database theory together with database practical, algorithm with implementation and using a trace table to debug a programme.

Case study

Case studies are investigations of real-life situation or simulation thereof. Data is gathered from a variety of sources and by using several different methods. A case study requires an in-depth, and detailed examination of a scenario, as well as the related contextual conditions.

Each test, open book test, alternative assessment task and examination must reflect different cognitive levels.

Structure of Papers

Paper 1: 3-hour practical paper of 150 marks (25% of the total marks for the subject)

This will be a practically oriented paper covering questions on Solution Development.

IT learners will receive 30 minutes reading and planning time before commencement of the practical examination. Learners will also receive a script to use for planning and notes during this period and the duration of the examination.

To successfully complete this paper, each learner must have access to his or her own computer in the exam room.

Provision needs to be made for sufficient computers to enable the examination to be completed in **2 sittings**.

This paper assesses the practical skills as well as the knowledge and understanding underlying the skills pertaining to Solution Development, i.e. the high-level programming language studied which includes interaction with a database.

The paper does not have an overarching scenario. Each question may have its own scenario.

The paper will comprise questions covering the following broad topics:

- Basic programming skills
- Database:
 - Integrated SQL solution that will also include problem-solving as part of the solution
 - Integrated data-aware that will also include problem-solving as part of the solution
- OOP-programming (including basic application and basic problem-solving skills)
- General problem solving – different levels of higher order skills

The following format to be used:

Question	Skills Tested	Marks
1	Basic, general programming concepts and skills	±40
2	Database	±40
3	Object-oriented programming (OOP)	±35
4	General problem-solving	±35

Software design tools may be provided as part of the problem statement (IPO tables, basic flow charts and class diagrams). The learner will not be required to enter large amounts of data. The required data could be retrieved from the data disk or imported from documents such as a text file, or a database table. All GUIs will be provided. Marks for questions must be allocated towards basic skills, concepts, constructs and problem-solving techniques, e.g. application of an iteration structure as part of the solution (correct structure) as well as for the correct use of the structure. The allocation of marks should take into account the time spent on solving, coding and debugging a solution.

Paper 2: 3-hour written paper of 150 marks (25% of the total marks for the subject)

The paper will cover all theory aspects of all content, concepts and skills of topics, including elements of Solution Development, e.g. algorithmic development, data structures, program design and general programming concepts as well as generic problem-solving questions. The paper does not have an overarching scenario. Each question may have its own scenario.

The following format to be used:

Question		Description
1	Human Computer Interaction and Social Implications These topics could be integrated as part of the other sections and will not be a separate section in the paper.	Short questions (±20 marks) A range of short questions covering all topics that could include <ul style="list-style-type: none"> • multiple-choice and • modified true and false.
2		Systems Technologies (±25 marks) Questions related to the content, concepts and skills in the Systems Technologies topic.
3		Communications Technologies and Network Technologies (±25 marks) Questions related to the content, concepts and skills in the Communication Technologies and Network Technologies topic.
4		Data and Information Management (±25 marks) Questions related to the management of data and the concept of information management.
5		Solution Development (±25 marks)

	Questions aligned to the Solution Development topic which assess the knowledge and understanding underlying the concepts and skills in the Solution Development topic.
6	Integrated Scenario/Case Study (±30 marks) This section is based on a single large-scale scenario and assess all the topics.

Software tools for examination purposes as part of the theory paper are limited to IPO tables, basic flow charts, class diagrams, trace tables and use case diagrams.

Content to be covered

Assessment addresses the content as set out in this document. Due to the conceptual progression of the content across the grades, content and skills from Grades 10 – 12 will be assessed in the external papers at the end of Grade 12. Every three years' content will be revisited to include new and emerging technologies and trends.

Cognitive and difficulty levels of formal assessments

Formal assessments must cater for a range of cognitive levels and abilities of learners as shown in the table below:

Cognitive Level	Taxonomy	Description
C1 30%	Knowledge, Remembering	Recall of factual/process knowledge in isolation , i.e. <i>one</i> action/step/set of basic steps/instruction/process at a time, e.g. definitions in the theory paper and known procedure/algorithm in the practical paper.
C2 40%	Understanding, Applying	Demonstrates understanding of steps/algorithms/processes/ isolatable bits, such as translating from one form of representation to another, e.g. converting a flow chart representation of a program/program segment to a functional program. It also requires using and combining known routines/algorithms/processes in a familiar context in order to complete a task, where all of the information required is immediately available to the learner .
C3 30%	Analysing, Evaluating, Creating	Requires reasoning/investigation/developing a plan or sequence of steps/algorithm; has some complexity where candidates need to see how parts relate to a whole; organising/ putting together component parts/elements to form a coherent functional whole/achieve an overall objective and completing a task that could have more than one possible approach.

		<p>It could also require weighing possibilities, deciding on the most appropriate solution, as well as testing to locate errors/ troubleshooting, pattern recognition and generalisation.</p> <p>These questions will comprise using and combining actions/strategies/procedures where candidates are required to create their own solutions to challenges they may encounter. These questions could include analysing questions or data, and decision-making.</p>
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Levels of difficulty are categorised as follows:

D1: Easy for the average Grade 12 candidate to answer

D2: Moderately challenging for the average Grade 12 candidate to answer

D3: Difficult for the average Grade 12 candidate to answer

D4: Very difficult for the average Grade 12 candidate to answer. The skills and knowledge required to answer questions at this level should be included to distinguish amongst high achievers.

In judging the level of difficulty of each question, both the demands that each question makes on the cognitive ability of an average Grade 12 IT learner and the intrinsic level of difficulty of the question or task are considered. In making this judgement, the difficulty or ease of a particular question is identified. A four-category framework for thinking about question or item difficulty adapted from Leong (2006) has been used in this identification process. This framework comprises the following four general categories of difficulty:

- **Content difficulty:** This indexes the difficulty of the subject matter, topic or conceptual knowledge; some content is inherently more difficult than other content.
- **Stimulus difficulty:** This relates to the linguistic features of the question and the challenge that candidates face in reading, interpreting and understanding the question.
- **Task difficulty:** This refers to the difficulty that candidates face when trying to formulate or produce an answer.
- **Expected response difficulty:** This refers to difficulties because of the mark scheme or marking guidelines, in other words how marks are to be allocated.

Weighting of cognitive levels and difficulty levels

Papers 1 and 2 will include questions across three cognitive levels. The distribution of cognitive levels in the practical and theory papers is given in the table below.

The estimated percentages for each level of difficulty within each cognitive level are shown in the table below.

	D1	D2	D3	D4	TOTAL
C1	±10%	±10%	±10%	-	±30%
C2	±15%	±15%	±8%	±2%	±40%
C3	±15%	±7%	±5%	±3%	±30%
TOTAL	±40%	±32%	±23%	±5%	100%

Learners are required to investigate and analyse problems in a variety of contexts (such as scientific, technological, environmental and everyday-life contexts) in order to solve the described problems effectively, either via programming code in Paper 1 or describe proposed solutions in Paper/Paper 2.

ANNEXURE A

A TAXONOMY DESCRIPTION FOR PRACTICAL CONTENT

Lower Order (C1)	Middle Order (C2)	Higher Order (C3)
30%	40%	30%
Knowledge/Remembering	Understanding/applying	Analysing/evaluating/creating
Code Generator Operates at level of individual lines of code/code structures/ routine procedures (in isolation)	Program Generator Operates at level of writing basic programs that combine concepts/structures/ isolatable bits	Software Developer Operates at a level of writing solutions to new/unfamiliar or open-ended problems
<p>The learner is able to</p> <ul style="list-style-type: none"> recall specific isolatable bits of information learned use bits of code/code structures in isolation - no real connections – in an unrelated way generate code - knows syntax and semantics - can write a line of code/a code structure that does something specific, e.g. basic processing statement, lines of code to obtain input or produce output, algorithm to swap two items, etc. to focus on one relevant aspect at a time (uni-structural) answer questions, seen before, used in exactly same context as learned/classroom-based exercise and that is straight forward, to-the-point, that requires mostly one, direct answer/piece of code/code structure <p>Cannot</p>	<p>The learner is able to</p> <ul style="list-style-type: none"> read a program, tell what each line means/ does tell the goal/outcome of a program write programs seen before in a similar context/to perform specific tasks Able to relate, combine and integrate some concepts/code/code structures into valid programs - use and combine specific building blocks to write a program for a specific task Can answer closed/scaffolded questions in a similar context than experienced before, with or without new elements <p>Cannot</p> <ul style="list-style-type: none"> Optimise a program/code Do detailed planning Perform error catching/trace errors 	<p>The learner is able to</p> <ul style="list-style-type: none"> tell what the different parts of a program do and how different parts of a program work together optimise a program/section of code analyse, design, plan, implement and test a solution to a new problem Perform error catching, understanding when, where and how relate, combine and integrate several code structures/constructs to devise 'new' algorithms/ adapting existing ones link several aspects to a broader context independently identify patterns and relate these to programming constructs/structures generalise, abstract and decompose problems into sub-problems and modules answer free response/open-ended questions, 'new' (unseen)

Lower Order (C1)	Middle Order (C2)	Higher Order (C3)
<ul style="list-style-type: none"> • See relationships • Combine concepts/various lines of code/code structures to achieve a goal or complete a task 	<ul style="list-style-type: none"> • Answer unfamiliar, unseen or open-ended questions without scaffolding and guidance 	<p>questions), by framing the question and finding a plausible cause of action</p>
<p>Examples of isolatable bits of content learned (knowledge) that the learner is able to recall and use in isolation:</p> <ul style="list-style-type: none"> • syntax rule • code statement, e.g. assign statement • built-in method, e.g. random • structure, e.g. class definition • algorithm, e.g. swap two values, sort • process, e.g. reading a text file, populate array • setting property value 	<p>Understanding: Convert from one format to another, e.g. interpret flow chart and convert to code, Read code and tell what it does or provide the output</p> <p>Applying: Carrying out or using a procedure/algorithm/structure/ code statement in a given situation</p> <p>similar context (but <i>new elements or situation</i>) as was experienced before to perform a task, e.g. combine concepts/isolatable bits</p>	<p>Synthesis Combine concepts in unfamiliar/new context to form a (new coherent or functional whole), e.g. code a solution to a problem/to perform a task (not seen before)</p> <p>Includes analysing, e.g. identifying different parts such as sub-routines/ modules/data structures / I/O strategies /algorithms required;</p> <p>Includes evaluating, e.g. deciding which structures to use and free response/open-ended questions</p>

ANNEXURE B COMPONENTS/EVENTS/METHODS REQUIRED

	Component, Event, Method	10	11	12
Components	TForm	√	√	√
	TPageControl	√	√	√
	TButton	√	√	√
	TBitButton	√	√	√
	TLabel	√	√	√
	TEdit	√	√	√
	TImage	√	√	√
	TShape	√	√	√
	TPanel	√	√	√
	TListBox	√	√	√
	TRadioGroup	√	√	√
	TComboBox	√	√	√
	TMemo	√	√	√
	TRadioButton	√	√	√
TCheckBox	√	√	√	

	Component, Event, Method	10	11	12
Methods - Functions - Procedures	Show()	√	√	√
	Hide()	√	√	√
	Length()	√	√	√
	setLength		√	√
	SetFocus()	√	√	√
	IN operator	√	√	√
	Pos()		√	√
	Copy()		√	√
	Insert()		√	√
	Delete()		√	√
	Concat()		√	√
	AssignFile()		√	√
	Append ()		√	√
	Reset()		√	√
Rewrite()		√	√	

	Component, Event, Method	10	11	12
Methods - Functions - Procedures	Conversion / Formatting			
	IntToStr () / StrToInt ()	√	√	√
	FloatToStr () / StrToFloat ()	√	√	√
	FloatToStrF ()	√	√	√
	Date Time Functions		√	√
	FormatDateTime()		√	√
	TimeToStr()		√	√
	DateToStr()		√	√
	DateTimeToStr()		√	√
	StrToDate()		√	√
	StrToTime()		√	√
	Now()		√	√
	Date()		√	√
	Time()		√	√
IsLeapYear()		√	√	

	TSpinEdit	√	√	√
	TRichEdit		√	√
	Timer	√	√	√
	TStringGrid		√	√
	TDBGrid		√	√
	TADOTable		√	√
	TADOQuery		√	√
	TDataSource		√	√
	InputBox()	√	√	√
	ShowMessage()	√	√	√
	MessageDlg()	√	√	√
Events	OnClick()	√	√	√
	OnCreate()	√	√	√
	OnActivate()		√	√
	OnShow()		√	√
	OnClose()		√	√
	OnTimer	√	√	√

	CloseFile ()		√	√
	Ord()		√	√
	Chr()		√	√
	Val()		√	√
	Str()		√	√
	UpCase()	√	√	√
	UpperCase()	√	√	√
	LowerCase ()		√	√
	IgnoreCase ()		√	√
	FileExists()		√	√
	ReadLn()		√	√
	WriteLn()		√	√
	LoadFromFile()	√		
	SaveToFile()	√		

	Mathematical Methods			
	Random()	√	√	√
	RandomRange()		√	√
	Round()	√	√	√
	Trunc()	√	√	√
	Frac()		√	√
	Ceil()		√	√
	Floor()		√	√
	Sqr()	√	√	√
	Sqrt()	√	√	√
	Inc()		√	√
	Dec()		√	√
	PI		√	√
	Power()		√	√

18. Life Orientation

Programme of Assessment

The programme of assessment is designed to spread formal assessment tasks in a subject throughout the school year. The mark for each of the three formal assessment tasks for Life Orientation is as follows:

Programme of Assessment

The programme of assessment is designed to spread formal assessment tasks in a subject throughout the school year. The mark for each of the three formal assessment tasks for Life Orientation is as follows:

Grade 12

TERM	ASSESSMENT TASK	MARKS PER TERM	
		RECORDING	REPORTING
1	Source-based task	90	100
	PET	10	
2	Project	90	100
	PET	10	
3	Controlled test	100	100
4	Final Examinations	100	100
TOTAL		400	100

Formal assessment

In the formal programme of assessment for Life Orientation, learners are expected to complete five tasks.

The five assessment tasks are:

- Source-based
- Project
- Controlled test
- National Senior Certificate Examination
- Physical Education Task (PET)

Examinations

Various type of questions should be incorporated and focus primarily on the application of knowledge in an integrated manner.

The Grade 12 Life Orientation examination questions **may cover 10% of the content** from Grades 10 and 11 CAPS. Marking should be done centrally.

Outline of the Examinations for Grade 12

The paper will consist of three sections.

Total for examination: **100 mark**

Section A: 20 marks	Section B: 40 marks	Section C: 40 marks
All questions are COMPULSORY	All questions are COMPULSORY	Learners will answer TWO 20-mark questions out of THREE
<ul style="list-style-type: none"> • A shortsource may be used to contextualise some of the questions • The questions must include a combination of THREE or more types of questions from the list below: <ul style="list-style-type: none"> ○ Multiple choice ○ One-word responses (list, state, provide, give) ○ Definitions ○ Short explanations (why, how, describe, explain discuss) 	<ul style="list-style-type: none"> • Learners will answer TWO 20-mark questions. Short open-ended questions could be: <ul style="list-style-type: none"> ○ Scenario based ○ Source-based ○ Case study ○ Cartoons ○ Illustration ○ Graphs • Questions should be knowledge-based, from information learners have acquired from the Life Orientation content in the FET band. • Learners should display, present and apply knowledge and skills gained from the Life Orientation content. 	<ul style="list-style-type: none"> • Questions will predominantly focus on the application of knowledge and skills • A short text/diagram/data/graphs/cartoons can be provided as a stimulus • Questions will predominantly focus on the application of knowledge and skills • Learners will be required to: <ul style="list-style-type: none"> ○ Explain/examine/analyse/evaluate/critically discuss a topic. ○ Make decisions and give advice ○ Provide recommendations ○ Make conclusions. ○ Solve problems • Learners should provide responses through extended writing of descriptive paragraphs or short essays.

- Questions should test understanding and factual knowledge
- Responses should be short, direct
- Mark allocation for the questions should range between 1 – 2 mark

Note. Information provided in the texts has to be current, up-to-date, age-appropriate, learner-friendly and devoid of racial, cultural, religious, sexual orientation and gender bias. Each section will include questions at lower, middle and higher cognitive levels.

A marking guideline and a marking grid indicating the cognitive levels of Bloom’s taxonomy levels 1-6 must be provided.

Weighting	Cognitive level	Bloom’s taxonomy
30%	lower order	Levels 1 & 2
40%	middle order	Levels 3 & 4
30%	higher order	Levels 5 & 6

The time allocation for the examination is **at least** 2 hours

Source-based task

The source-based task must be completed independently under **controlled conditions**. The teacher is required to facilitate the process. However, the completion of the task should not be administered as a class test.

Sources may be taken from newspaper articles, magazine articles, websites video clips or radio recordings. All sources must be acknowledged. Through these sources, learners are presented with a real-life situation, a current problem or an incident relating to a topic in the curriculum. They are expected to assume a particular role in articulating the position, and respond to particular questions from various cognitive orders. They should draw on their own experience or prior learning to interpret, analyze, give advice, and make suggestion/s or recommendation/s to defend arguments and/or solve the problem based on informed decision-making.

Information provided in the sources must be current, up-to-date, grade and age-appropriate, learner-friendly and devoid of racial, cultural, religious, sexual orientation and gender bias. The sources selected should have direct links with the Life Orientation content in the CAPS.

The source based task must include questions at lower, middle and higher cognitive levels. The following must be provided: A marking memorandum or marking guideline with an exhaustive list of possible alternate answers to assess learners. A marking grid indicating the cognitive levels of Bloom's taxonomy levels 1-6 must be provided. There must be a distribution of marks reflecting 30% low order, 40% middle order and 30% high order.

Project

Learners will spend time outside of contact time to collect resources and information, however the completion of the task has to be facilitated by the teacher in class time. The project will be a task in which learners will demonstrate knowledge, skills, values and competencies in specific or integrated content. The project requires extended reading and writing on the part of the learner.

Teachers should give the necessary guidance prior to commencement and during completion of the project and monitor the progress of learners throughout. The objective for the project should be clear and thorough planning should take place, e.g. preparing the questions for an interview. The topic and nature of the project will be determined by the content covered according to the annual teaching plan.

Learners will need adequate guidance at the outset of the project and progress should be monitored throughout the process. All assessment criteria applicable to the project has to be discussed with the learners prior to the commencement of the project

When preparing a project, consider these minimum requirements.

- Choose a relevant topic
- The project will involve thorough investigation into sourcing information on the selected content from the curriculum.
- The project could take the form of interviews, surveys, observations etc.
- The objective /purpose/ reasons for the project should be clear.
- Thorough planning should take place e.g.
 - Brainstorm the topic.
 - Draw a mind map outlining the project.
 - Prepare questions for the interview.
- Research the content.
- Analyse and collate data/information.
- The findings should be structured in the form of an essay with sub-headings.
- The project may be supplemented with the following:

- Compiling brochures
 - Writing newspaper/ magazine articles, advertisements
 - Pictures, photos
 - Making videos
 - Drawing / taking / selecting relevant pictures
 - Preparing a presentation or a wall chart
- A conclusion and/ or recommendations/ suggestions / solutions / advice / practical strategies should be provided.
 - Reflection: How did the project/participation affect your thinking, attitude or behaviour regarding the issue?
 - Include a bibliography where the titles of books, articles, websites and the other sources of information consulted are listed.
 - The project must have a cover page and table of contents.
 - The project should be bound or stapled.

NB: A marking guideline, should be provided. Provision must be made for additional answers as well as the learners' own interpretation of the questions. Constructive feedback should be provided to learners upon completion of assessment. The guideline for marking could be a memorandum, rubric, matrix, criteria checklist etc.

A marking grid indicating the cognitive levels of Bloom's taxonomy levels 1-6 must be provided. There must be a distribution of marks reflecting 30% low order, 40% middle order and 30% high order.

Physical Education Task (PET)

The Physical Education (PE) component aims to develop learners' physical well-being and knowledge of movement and safety. It encourages learners to perform in a wide range of activities associated with the development of an active and healthy lifestyle. PE also aims to develop learners' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in physical education, provide a good foundation for learners' lifelong and life-wide learning.

All Physical Education periods will focus on practical physical and mass participation in movement activities:

- *For enjoyment and enrichment purposes,*
- *To encourage learners to commit and engage in regular physical activity as part of their lifestyle.*

PET will be assessed in the first and second terms only.

Physical Education component should comprise of three different movement sections: fitness, games and sport; and recreation. Learners are expected to participate in Physical Education, which is a fixed period, labelled Physical Education on the school timetable.

The focus of PET falls into two broad categories:

- 1) Participation: exposing learners to an understanding of the value of regular participation in physical activity. Participation should encourage further development, enjoyment and build confidence
- 2) Movement performance: learners will be assessed at the level at which they are capable of performing. Movement performance must not encourage a sense of competition.

LEVEL	LIMITED	ADEQUATE	PROFICIENT	EXCELLENT
Observation 1 Outcome of movement performance	Needs significant attention: movements do not produce the desired outcome at all.	Requires attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome
(5 marks)	(0-1 mark)	(2-3 marks)	(4 marks)	(5 marks)
Observation 2 Outcome of movement performance	Needs significant attention: movements do not produce the desired outcome at all	Requires attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome
(5 marks)	(0-1 mark)	(2-3 marks)	(4 marks)	(5 marks)

A Physical Education class list, for will be used to generate a mark out of 10 for movement performance.

The number of PE periods per term will depend on the Department of Basic Education school calendar for the year.

	TERM 1	1. Frequency of participation No marks allocated						2. Movement performance (10 marks)		Total marks for term
		P1	P2	P3	P4	P5	P6	Observation 1 5 marks	Observation 2 5 marks	
1.	Caroline Maju	✓ [present]	✓	✓	a [absent]	x [present but did not participate]	✓			10

An 'a' will indicate that the learner was absent for that particular period and an 'x' that the learner was present in class, but did not participate.

Physical Education Activity

A Physical Education class list, for Grades 10-12, will be used to generate a mark out of 10 for movement performance.

The number of PE periods per term will depend on the Department of Basic Education school calendar for the year.

Frequency of Participation

A record of learner participation will be kept in the teacher file. This will not be used for assessment.

Movement performance

Learners will be observed twice during terms 1 and 2 for formal assessment purposes to determine their level of movement performance.

Allocate a mark out of five (5) for each of the two observations (movement performance). Add the two to obtain a final mark of ten (10).

19. Life Sciences

AMENDMENTS TO SECTION 4

Assessment

4.1 Introduction

Assessment is a continuous planned process of identifying, gathering and interpreting information on learners' performance, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence, recording the findings and using this information to understand and thereby assist the learners' development in order to improve the process of learning and teaching.

Assessment should be both **informal/formative** (Assessment for Learning) and **formal/summative** (Assessment of Learning). In both cases, regular feedback should be provided to learners to enhance their learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content, concepts and skills) in a subject by collecting, analysing and interpreting the data and information obtained from this process to:

- enable the teacher to make reliable judgements about a learner's progress;
- inform learners about their strengths, weaknesses and progress; and
- assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of the learners. Assessment should be mapped against the content and intended aims specified for Life Sciences and in informal/formative and formal/summative assessments it is important to ensure that in the course of the year:
 - all of the subject content is covered;
 - the full range of skills is included; and
 - different forms of assessment are used.

4.2 Informal (formative) assessment or daily assessment

Assessment **for** learning has the purpose of continuously collecting information on learners' achievement that can be used to improve their learning. Informal assessment is daily monitoring of learners' progress. This is done through observations, discussions, practical work, learner-teacher conferences, informal classroom interactions, homework, informal tests, etc. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but it need not be recorded.

It should not be seen as separate from learning activities taking place in the classroom.

- A minimum of **three informal tasks** should be done per week. These tasks can be marked by learners or teachers.
- It is recommended that a **consolidation task** is completed at the end of a concept/topic.
- It is vital that practical skills are taught and assessed in an integrated way in the context of theoretical concepts;

therefore, the investigations listed in Section 3 must be part of daily teaching and learning.

- Collectively, the informal tasks must reflect **all degrees of difficulty and cognitive levels**.

Informal, ongoing assessments should be used to structure the acquisition of knowledge and skills and should be a precursor to formal tasks in the Programme of Assessment.

The results of daily assessment tasks are not taken into account for promotion or certification purposes.

4.3 Formal (summative) assessment

Grades	Formal school-based assessments	End-of-year examinations
12	25% including trial examinations	External examination: 75%

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All **formal assessment tasks** are subject to **moderation** to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, assignments, demonstrations, oral presentations and performances. Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

Assessment in Life Sciences must cater for a range of cognitive levels, degrees of difficulty and abilities of learners. The subject content, specific aims and range of skills should be used to inform the planning and development of assessment tasks.

4.3.1. Degrees of difficulty for examination/test questions

30%	40%	25%	5%
Easy for the average learner to answer.	Moderately challenging for the average learner to answer.	Difficult for the average learner to answer.	Very difficult for the average learner to answer. The skills and knowledge required to answer the question allows for level 7 learners (extremely high-achieving/ability learners) to be discriminated from other high ability/proficiency learners.

Other factors besides the type of cognitive demand affect the degree of difficulty of examination/test questions. We know this because questions that align to a particular type of cognitive demand are not always as difficult as other questions that align to the same cognitive demand. For example:

- a recall question that asks students to recall an abstract theory, or complex content is often much more difficult to accomplish than one which asks candidates to recall a simple fact (i.e. differences in content difficulty).
- a question that requires recalling an ordered sequence of events and which entails writing a few sentences is generally easier than one which involves the same type of cognitive demand but entails writing a whole essay (i.e. differences in 'writing difficulty').
- literal comprehension of source material comprising a simple contemporary magazine article is generally easier than literal comprehension of a classical work because of differences in the content, vocabulary, sentence and organisational structure, register, diction, literary techniques, abstractness of ideas and imagery, and background knowledge required (i.e. differences in 'reading difficulty').

In addition to identifying the **type of cognitive demand** made in each examination/test question, examiners are asked to use their knowledge of the subject, their experience of teaching it and marking and/or moderation experience to make judgments about whether each examination/test question is easy, moderately difficult, difficult, or very difficult for the average learner in the grade.

To judge the level of difficulty of each examination/test question, you need to consider both the demands that each question makes on the cognitive schema of an average learner and the intrinsic difficulty of the question or task. To make this judgment, you need to identify where the difficulty or ease in a particular question resides.

The framework **for thinking about question or item difficulty** comprises the following four general categories of difficulty:

- Content (topic/concept) difficulty;
- Stimulus (question and source material) difficulty;
- Task (process) difficulty; and
- Expected response (memo) difficulty.

Framework for thinking about question difficulty

Content/concept difficulty	Stimulus difficulty	Task difficulty	Expected response difficulty
<p>Content/concept difficulty indexes the difficulty in the subject matter, topic or conceptual knowledge assessed or required. In this judgment of the item/question, difficulty exists in the academic and conceptual demands that questions make and/or the grade level boundaries of the various 'elements' of domain/subject knowledge (topics, facts, concepts, principles and procedures associated with the subject).</p>	<p>Stimulus difficulty refers to the difficulty of the linguistic features of the question (linguistic complexity) and the challenge that candidates face when they attempt to read, interpret and understand the words and phrases in the question AND when they attempt to read and understand the information or 'text' or source material (diagrams, tables and graphs, pictures, cartoons, passages, etc.) that accompanies the question.</p>	<p>Task difficulty refers to the difficulty that candidates confront when they try to formulate or produce an answer.</p>	<p>Expected response difficulty refers to difficulty imposed by examiners in a mark scheme and memorandum. This location of difficulty is more applicable to 'constructed' response questions, as opposed to 'selected' response questions (such as multiple choice, matching/true-false).</p>

Examiners should analyse the items in their papers to ensure the paper is **not too easy** or **too difficult** even if the cognitive demand of the paper is according to the standard.

4.3.2. Weighting of Cognitive levels for the assessment of content in Grades 12

Knowing science	Understanding science	Applying scientific knowledge	Evaluating, analysing and synthesising scientific knowledge
40%	25%	20%	15%
<p>To recall or recognise explicit information, details, facts, formulas, terms, definitions, procedures, representations from memory or from material provided.</p>	<p>To communicate understanding of a Life Sciences concept, idea, explanation, model, or theory, for example to:</p> <p>Interpret: change from one form of representation to another (e.g. pictures to words; words to pictures; numbers to words, words to numbers, pictures to numbers)</p> <p>Exemplify: Find a specific example or illustration of a concept or principle</p> <p>Classify: Determine that something belongs to a category.</p> <p>Summarize: Abstract a general theme or major points.</p> <p>Infer: Draw a logical conclusion from presented information.</p> <p>Compare: Detect similarities and differences between two objects or concepts.</p> <p>Explain why: create a cause-and-effect model of a system or concept.</p>	<p>To use, perform or follow a basic/standard/ routine procedure/rule/met hod/ operation.</p> <p>To use/apply understanding of Life Sciences concepts, facts or details from a known context to an unfamiliar context.</p>	<p>Analyse complex information</p> <p>To adapt a variety of appropriate strategies to solve novel/ non-routine/complex/ open-ended problems. To apply multi-step procedures.</p> <p>Evaluate</p> <p>To evaluate or make critical judgement (for example, on qualities of accuracy, consistency, acceptability, desirability, worth or probability) using background knowledge of the subject.</p> <p>Judge, critique</p> <p>Create a new product</p> <p>To integrate life sciences concepts, principles, ideas and information, make connections and relate parts of material, ideas, information or operations to one another and to an overall structure or purpose.</p>

4.3.3. The instructional verbs used in examination/test questions

Verb	Explanation
Analyse	Separate, examine and interpret
Calculate	This means a numerical answer is required – in general, you should show your working, especially where two or more steps are involved
Classify	Group things based on common characteristics
Compare	Point out or show both similarities and differences between things, concepts or phenomena
Contrast	Compare two or more things to show the differences between them
Define	Give a clear meaning
Describe	State in words (using diagrams where appropriate) the main points of a structure/process/phenomenon/investigation
Determine	To calculate something, or to discover the answer by examining evidence
Differentiate	Use differences to qualify categories
Discuss	Consider all information and reach a conclusion
Explain	Express your answer in cause-effect or statement and reason sequence
Identify	Name the essential characteristics
Label	Identify on a diagram or drawing
List	Write a list of items, with no additional detail
Mention	Refer to relevant points
Name	Give the name (proper noun) of something
State	Write down information without discussion
Suggest	Offer an explanation or a solution
Tabulate	Draw a table and indicate the answers as direct pairs

4.4 Assessment requirements for Life sciences:

4.4.1 Grade 12 Programme of formal assessment

The requirements (number and nature of tasks) for Life Sciences are indicated below:

Composition of the SBA component for Grade 12

TERM	Task	Weighting (% of SBA)	% of Reporting mark per term
1	Practical Minimum 30 marks	10	25
	Test Minimum 50 marks	15	75
2	Practical Minimum 30 marks	10	50
	Test Minimum 50 marks	15	50
3	Assignment Minimum 50 marks Duration: 1 - 1½ hours	20	25
	Trial Exam Two papers - 150 marks each Duration: 2½ hours each	30	75
	Total	100	

NOTE:

- The year mark for grade 12 will be converted to 25% and the external examination will count 75% of the final mark.
- The assignment can be done in any term (1-3) but must be recorded in term 3.
- The final SBA mark is weighted as follows:
 - Test and examinations: 60%
 - Practical tasks and assignment/ project: 40%

4.5 Further elaboration on the different tasks of the Programme of Formal Assessment:

4.5.1 Tests and Examinations

When designing the tests as well as the trial examinations, the Life Sciences teacher must ensure that:

- The test is a minimum of 50 marks
- The test must cover the content taught in the respective term
- The trial examinations for grade 12 must cover work completed in terms 1, 2 and 3
- Tests and examinations are balanced in terms of cognitive levels and topic weightings. Degrees of difficulty must be determined. In this regard weighting grids must be used
- Tests and examinations follow the NSC examination in its design, rigour and format
- In tests and examinations, one minute is allocated for each mark
- Each test/exam paper must cover all the SAs and the minimum weighting for SA2 is 20% of the total of the paper.
- Tests and examinations must be analysed diagnostically and appropriate remedial and intervention strategies are instituted

4.5.2 Practical Tasks

When designing the practical tasks, the Life Sciences teacher must ensure that:

- At least ONE of the practical tasks include manipulation of apparatus and/or collection of data
- All 7 SA2 skills must be covered over the total number of practical tasks required for the year
- Each of the practical tasks must assess at least 3 of the 7 skills
- A minimum of 30 marks is allocated to a practical task

4.5.3 Research Project

Teachers can either choose the topic or allow learners to do so, provided that the project adheres to the criteria stipulated on the next page.

The teacher may choose to administer the project in either grade 10 or 11, provided the topic fits the scope of that grade.

When designing the research project, the Life Sciences teacher must ensure that:

- The research project covers Specific Aims 1, 2 and 3
- The mark for the research project is recorded in the 3rd term even if it is completed in term 1 or term 2
- A minimum of 50 marks is allocated to the research project
- It is a long term task (at least 3-weeks of non-contact time)
- It is an investigative task
- It focuses on the accessing of knowledge through literature research as well as through primary sources such as people

- It includes sub-skills such as:
 - Formulating investigative questions and hypotheses
 - Gathering information from a variety of sources
 - Manipulating and processing information
 - Analysing information
 - Identifying patterns
 - Evaluating data
 - Drawing valid conclusions
 - Communicating findings

4.5.4 Assignment

When designing the assignment, the Life Sciences teacher must ensure that:

- The task should be set in such a way that it is not heavily weighted towards recall of content. It should be more skills-based
- The assignment covers Specific Aims 1, 2 and 3
- The SA2 skills not assessed in the grade 12 practical tasks throughout the year, must be addressed within the assignment
- The mark for the assignment is recorded in the 3rd term even if it is completed in term 1 or term 2
- A minimum of 50 marks is allocated to the assignment
- It is a short term task (1 - 1 ½ hours)
- It is **individually** completed at school **under controlled conditions**
- No resources (e.g. text books, notes, internet, etc.) may be used when completing the task
- It includes a **short source-based essay** (10-15 marks) and also as many as possible of the following:
 - Analysing and interpreting data
 - Making drawings
 - Plotting graphs
 - Drawing tables
 - Performing calculations
 - Justifying conclusions

4.6 Format of a Life Sciences examination paper

The one paper will be:

Sections	Type of questions	Marks
A	A variety of short answer questions, objective questions for example MCQ, Terminology, columns/ statement and items, data-response	50
B	A variety of questions types. 2 questions of 50 marks each divided into 2 – 4 subsections	2 x 50

4.7 The end-of-year examinations:

4.7.1 Grade 12

The examination will consist of two examination papers of 2½ hours and 150 marks each. The weighting and assessment of topics in Paper 1 and Paper 2 will be as follows:

Paper 1

Topic	Time	Weighting	
		%	Marks
Term 1:			
Reproduction in Vertebrates	½ week	5	8
Human Reproduction	3 weeks	27	41
Term 2:			
Responding to the environment (humans)	4 weeks	36	54
Term 3:			
Responding to the Environment (plants)	1 week	9	13
Term 2 and 3:			
Endocrine and Homeostasis	2½ weeks	23	34
Totals	11 weeks	100	150

Paper 2

Topic	Time	Weighting	
		%	Marks
Term 1:	2 weeks	18	27
DNA: Code of Life			
Meiosis	1½ weeks	14	21
Term 1 and 2:	3½ weeks	32	48
Genetics and Inheritance			
Term 3:	4 weeks	36	54
Evolution			
Totals	11 weeks	100	150

The weighting per topic must serve only as a guideline to teachers and examiners and is included to ensure that all topics are adequately covered in examinations. The number of marks per topic is not expected to be exactly according to this weighting in the examination papers.

4.8 Recording and reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of knowledge as prescribed in the Curriculum and Assessment Policy Statement. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her or his readiness to progress or be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners during the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. For all grades, teachers report learners' achievements in percentages next to the appropriate subject. The various achievement levels and their corresponding percentage bands are as shown in the table below.

Note: The seven-point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

Codes and Percentages for reporting in Grades R-12

Rating code	Description of competence	Percentage
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

Schools are required to provide **quarterly** feedback to parents on the Programme of Assessment using a formal reporting tool such as a report card. The schedule and the report card should indicate the overall level of a learners' performance.

4.9 Moderation of assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school and district level and if necessary also at provincial level. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

4.9.1 Grades 12

Moderation refers to the process which ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. Moderation serves five purposes:

- Firstly, it should ascertain whether the subject-specific content and skills are sufficiently covered.
- Secondly, the moderator must ensure that the various levels of cognitive demand are reflected in the assessments.
- Thirdly, that the assessments and marking are of an acceptable standard and consistency.
- Fourthly, to ensure that assessment in different schools are more or less comparable whilst recognising that different teachers have different standards.
- Finally, to identify areas in which the teacher may need further support and development and to provide such necessary support

Moderation can take place at four levels:

- *School-based moderation and verification of learner performance*

This is intended to ensure that the assessments meet the requirements in terms of content, cognitive demands and skills; that the marking has been consistent and fair and that the marks are a true reflection of learners' performance in the assessments. This will enable the school to easily identify problems related to the pacing, standard and reliability of assessment and to ensure that appropriate interventions are put in place early. This is an ongoing process.

- *Moderation by the subject advisor/teacher moderator/district*

This is also an ongoing process. Subject advisors/teacher moderators/districts should moderate assessments, to ascertain whether:

- Subject-specific content and skills have been covered adequately;
- The prescribed number of assessments has been complied with;
- The appropriate cognitive demands are reflected in the assessments;
- The marking is of an acceptable standard and is consistent;
- The assessments in different schools are comparable whilst recognising that different teachers teach and assess differently.

Subject advisors should provide teachers with the necessary guidance and support should any shortcomings be identified. Early identification of shortcomings and early interventions are essential.

It is therefore necessary that moderation at this level should be ongoing and not be a once-off end-of-year event.

- *Moderation by the province*

Moderation of SBA at this level is once-off and is related to the quality assurance processes that are necessary developed jointly by the Department of Basic Education and Umalusi in terms of National Policy.

- *At a National level*

Statistical moderation of learner performance in the School Based Assessment is necessary to ensure comparability across schools, districts, and provinces.

4.10 General

This document should be read in conjunction with:

4.10.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12;*
and

4.10.2 The policy document, *National Protocol for Assessment Grades R-12.*

20. Mathematical Literacy

4.1 Programme of Assessment

The following tables provide the Programme of Assessment for Grades 12 showing the weighting of assessment tasks

Table 1: The weighting of assessment tasks

Example of a Programme of Assessment for Grade 12 showing the weighting of assessment tasks

	SCHOOL BASED ASSESSMENT (25%)				EXAMINATION (75%)
	Term 1	Term 2	Term 3	Term 4	
Grade 12	Investigation (10%)	Assignment (10%)	Test (15%)	REVISION	Examination
	Test (15%)		Examination* (25%)		

The suggested Programme of Assessment assumes that:

- all the topics and sections are addressed throughout the year;
- the topics are weighted in accordance with the suggested minimum weightings for each topic outlined in Chapter 2 of this document;
- content and/or skills are integrated across a variety of topics throughout teaching and learning, and in the assessment activities.
- 1-2 weeks may be allocated as duration to complete and submit the Assignment or Investigation.
- The weightings for quarterly reporting will be allocated as 25% assignment or investigation and 75% control test or examination.

THE STRUCTURE OF THE PAPERS

Table 2: Weighting per application topic:

	Topic	Weighting (%)
Basic Skills Topics	Interpreting and communicating answers and calculations	No weighting is provided for these topics. Rather, they will be assessed in an integrated way in the Application Topics on both papers.
	Numbers and calculations with numbers	
	Patterns, relationships and representations	
TOPIC	PAPER 1	WEIGHTING
	Finance	60% (± 5)

Application topics	Data Handling	35% (± 5)
	Probability	5%
TOPIC	PAPER 2	WEIGHTING
Application topics	Maps, plans and other representation of the physical world	40% (± 5)
	Measurement	55% (± 5)
	Probability	5%
<p>N.B. The policy caters for the variance of $\pm 5\%$ for each topic except probability.</p> <ul style="list-style-type: none"> • Section in Finance: (Income, Expenditure, Profit/loss, Income-and-Expenditure statements and Budgets, Cost price and Selling price) can be included in Paper 2 where there is direct link to Measurement and Maps and Plans. • Growth Charts (CAPS page 65) can be examined in Data Handling in Paper 1, as it assesses application of measures of spread. 		

Table 3: Percentage of marks to be allocated to the different assessment taxonomy levels in examinations in Grades 12

The four levels of the Mathematical Literacy assessment taxonomy	Paper 1	Paper 2
Level 1: Knowing	30% \pm 5%	30% \pm 5%
Level 2: Applying routine procedures in familiar contexts	30% \pm 5%	30% \pm 5%
Level 3: Applying multi-step procedures in a variety of contexts	20% \pm 5%	20% \pm 5%
Level 4: Reasoning and reflecting	20% \pm 5%	20% \pm 5%

The first question in paper 1 end of year exam should integrate content from Finance and Data handling such that all the questions are pitched at cognitive level 1. The question should carry 20%, with $\pm 5\%$ permissible deviation.

The same format should also be applied in paper 2.

i.e The first question in paper 2 end of year exam should integrate content from Measurement and Maps, plans and other representation of the physical world such that all the questions are pitched at cognitive level 1. The question should carry 20%, with $\pm 5\%$ permissible deviation.

21. Mathematics

Programme of Assessment

(a) Examinations

In Grades 10, 11 and 12, 25% of the final promotion mark is a year mark and 75% is an examination mark. All assessments in Grade 10 and 11 are internal while in Grade 12 the 25%-year mark assessment is internally set and marked but externally moderated and the 75% examination is externally set, marked and moderated.

Mark distribution for Mathematics NCS end-of-year papers: Grades 10-12			
Paper 1: Grades 12: bookwork: maximum 6 marks			
description	Grade 10	Grade 11	Grade. 12
Algebra and equations (and inequalities)	30 ± 3	45 ± 3	25 ± 3
Patterns and sequences	15 ± 3	25 ± 3	25 ± 3
Finance and growth	10 ± 3		
Finance, growth and decay		15 ± 3	15 ± 3
Functions and graphs	30 ± 3	45 ± 3	35 ± 3
Differential Calculus			35 ± 3
Probability	15 ± 3	20 ± 3	15 ± 3
Total	100	150	150
Paper 2: Grades 11 and 12: theorems and/or trigonometric proofs: maximum 12 marks			
description	Grade 10	Grade 11	Grade 12
Statistics	15 ± 3	20 ± 3	20 ± 3
Analytical Geometry	15 ± 3	30 ± 3	40 ± 3
Trigonometry	40 ± 3	50 ± 3	50 ± 3
Euclidean Geometry and Measurement	30 ± 3	50 ± 3	40 ± 3
Total	100	150	150

note:

- Modelling as a process should be included in all papers, thus contextual questions can be set on any topic.
- Questions will not necessarily be compartmentalised in sections, as this table indicates. Various topics can be integrated in the same question.

(b) Number of assessment tasks and Weighting:

Learners are expected to have seven (7) formal assessment tasks for their school-based assessment in grades 10 and 11 and six (6) in grade 12. The number of tasks and their weighting are listed below:

		GRADE 10		GRADE 11		GRADE 12	
		TASKS	WEIGHT (%)	TASKS	WEIGHT (%)	TASKS	WEIGHT (%)
School-based Assessment	Term 1	Project /investigation	15	Project investigation /	15	Test Project investigation /	10
		Test	10	Test	10	Assignment	15
	Term 2	Assignment	15	Assignment	15	Test	10
		Test	10	Test	10		
Term 3	Test	10	Test	10	Test	10	
	Test	10	Test	10	Trial Examination	25	
Term 4	Test	10	Test	10			
School-based Assessment mark		80		80		85	
School-based Assessment mark (as % of promotion mark)		25%		25%		25%	
End-of-year Examinations		75%		75%			
Promotion mark		100%		100%			

Note:

- Although the project/investigation is indicated in the first term, it could be scheduled in term 2. Only **one** project/ investigation should be set per year.
- Tests should be at least one hour long and count at least 50 marks.
- Project or investigation must contribute 25% of term 1 marks while the test marks contribute 75% of the term 1 marks.
- The combination (25% and 75%) of the marks must appear in the learner's report.
- Non graphic and non programmable calculators are allowed. Calculators should only be used to perform standard numerical computations and to verify calculations by hand.
- **Formula sheet must not be provided for tests but must be provided the final examinations in Grades 10 and 11.**

22. Mechanical Technology – Fitting and Machining, Automotive and Welding and Metalwork

4.5 Assessment

4.5.1 Programme of Assessment

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. Without this programme, assignments and tasks are crowded into the last few weeks of the term creating unfair pressure on the learners

PROGRAMME OF ASSESSMENT		
School-based Assessment SBA	Practical Assessment Task PAT	Final Examination
25%	25%	50%

The table below shows the compilation of the school based assessment mark:

Description	Time Frame	Marks
Assignment	Term1	50
PAT Simulation	Term2	200
Preparatory examination	Term3	200
Total		450

The following is the Programme of Assessment for Grades 12.

GRADE 12 ASSESSMENT REQUIREMENTS						
ASSESSMENT TASKS	TERM 1	TERM 2	TERM 3	TERM 4	% OF FINAL PROMOTION MARK	
Assignment	1				5	25
PAT Simulation		1			20	
Preparatory examination			1			
Practical Assessment Task (PAT)	0	0	0		25	
Final examination				1	50	
TOTAL – PROMOTION MARK						

4.5.2 Assignment

- An assignment must be in the form of a written work which may include the following; Research, Case study, Drawings and Calculations.
- It should cover term1 content and the duration should be 60 minutes.
- The mark allocation should be 50 marks
- Each Assignment must cater for a range of cognitive levels or skills.
- The forms of Assessment used should be Grade and development level appropriate.
- The design of these tasks should cover the content and context

4.5.3 Examinations

- Each examination must cater for a range of cognitive levels
- There is no June Examination in Mechanical Technology
- A Formal Prescribed Simulation will be Assesed in June
- The mark allocation of the three –hour Preparatory examination is 200 marks
- The Preparatory examination papers is set by the teacher and must be moderated by head of department at the school and approved by the District Curriculum advisors / facilitator. This is done to ensure that the prescribed weightings are adhered to by the teacher.
- The mark allocation of the externally three –hour final examination is 200 marks
- In the Grade 12 examination only Grade 12 content will be assessed. However, prior knowledge from Grades 10 – 11 may be necessary to interpret and answer some other questions.

4.5.4 Practical Assessment Task (PAT)

The Department of Basic Education issues a Practical Assessment Task for Grade 12 every year. The practical assessment tasks for Grade 12 will be assessed by the teacher and will be externally moderated by the provincial subject specialists. The date for the external moderation will be decided by the province in which the school is situated. The provincial education departments or schools may not change the prescribed task or use the task of the previous year. provision of the resources for the Practical Assessment Task is the responsibility of the school and schools should ensure that adequate time and funding is allocated for the completion of the Practical Assessment Task.

4.6.1 Examination Weighting in Automotive

The following table shows the weighting of topics in Mechanical Technology: **Automotive**

Question	Topic	Marks +/- 4
	GENERIC	
1	Multiple-choice questions	6
2	Safety	10
3	Materials	14
	SPECIFIC	
4	Multiple Choice	14
5	Tools and Equipment	23

6	Engines	28
7	Forces	32
8	Maintenance	23
9	Systems and Control (Automatic Gearbox)	18
10	Systems and Control (Axles, Steering Geometry and Electronics)	32
	Total	200

4.6.2 Examination Weighting in Mechanical Technology: Fitting and Machining

The following table shows the weighting of topics in Mechanical Technology: Fitting and Machining

Question	Topic	Marks +/- 4
	GENERIC	
1	Multiple-choice questions	6
2	Safety	10
3	Materials	14
	SPECIFIC	
4	Multiple-choice questions	14
5	Terminology (Lathe and Milling Machine)	18
6	Terminology (Indexing)	28
7	Tools and Equipment	13
8	Forces	33
9	Maintenance	18
10	Joining Methods	18
	Systems and Control (Drive Systems)	28
Total		200

4.6.3 Examination Weighting in Welding and Metalwork

The following table shows the weighting of topics in Mechanical Technology **Welding and Metalwork**

Question	Topic	Marks +/- 4
	GENERIC	
1	Multiple-choice questions	6
2	Safety	10
3	Materials	14
	SPECIFIC	
4	Multiple-choice questions	14
5	Terminology (Templates)	23
6	Tools and Equipment	18
7	Forces Joining Methods (Inspection of Weld) Joining Methods (Stresses and Distortion) Maintenance	45
8	Joining Methods (Inspection of Weld) Joining Methods (Stresses and Distortion) Maintenance	23
9	Joining Methods (Stresses and Distortion)	18
10	Maintenance	8
11	Terminology (Developments)	21
	Total	200 Marks

23. Physical Sciences

SECTION 4: ASSESSMENT IN GRADE 12 PHYSICAL SCIENCES

4.1. FORMAL ASSESSMENT

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

4.1.1. Control tests & examinations in Grade 12

Control tests and examinations are written under controlled conditions within a specified period of time. Control Tests should be comprised of ONE paper and Examinations should comprise of TWO papers. Control tests should cover the content for the whole term as well as content from grades 10 and 11 that is examinable in grade 12, as given in Table 6. Questions in tests and examinations should assess performance at different cognitive levels with an emphasis on process skills, critical thinking, scientific reasoning and strategies to investigate and solve problems in a variety of scientific, technological, environmental and everyday contexts. Questions in tests and examinations should assess performance with an emphasis on innovative thinking that includes a variety of problem solving methodologies.

Examination papers and control tests in Physical Sciences Grade 12 should adhere to the weighting of cognitive levels given in Table 1. See **APPENDIX 1** in the Physical Sciences Curriculum Policy and Assessment Statement for a detailed description of the cognitive levels.

Table 1: Prescribed weighting of cognitive levels for examinations and control tests

COGNITIVE LEVEL	DESCRIPTION	PAPER 1 (PHYSICS)	PAPER 2 (CHEMISTRY)
1	Remembering	15 %	15 %
2	Understanding	35 %	40 %
3	Applying, Analysing	40 %	35 %
4	Evaluating, Creating	10 %	10 %

4.1.2. Content for Control Tests and Examinations in Grade 12

Table 2: Content for control tests and examinations for Grade 12

Grade	Assessment Item	Content covered	Term
12	Control test 1 1 Paper 2 hour duration	<ul style="list-style-type: none"> • All Grade 12 content covered in Term 1; and • The province should select some topics from Table 6: Examinable Topics from Grades 10 & 11 in Grade 12, given below. 	1
	Formal Test 1 Paper 1-hour duration 100 Marks	<ul style="list-style-type: none"> • All Grade 12 content covered in Term 2; and • Select relevant topics from Grade 11 Physics Topics: <ul style="list-style-type: none"> ➤ Newton's Laws (Newton 1, 2, 3 and Newton's Law of Universal Gravitation) and Application of Newton's Laws. ➤ Electrostatics (Coulomb's Law and Electric field) □ Electric circuits (Ohm's Law, Power and Energy); and • Select relevant topics from Grades 10 and 11 Chemistry Topics: <ul style="list-style-type: none"> ➤ Representing chemical change (grade 10) ➤ Intermolecular forces (grade 11) ➤ Stoichiometry (grade 11) ➤ Energy and Change (grade 11) 	2
12	Preparatory Examination 2 Papers Each paper of 3 hour duration	<ul style="list-style-type: none"> • All Grade 12 content, concepts and skills as prescribed in the CAPS for terms 1- 3; • Grade 11 Physics Topics: <ul style="list-style-type: none"> ➤ Newton's Laws (Newton 1, 2, 3 and Newton's Law of Universal Gravitation) and Application of Newton's Laws. ➤ Electrostatics (Coulomb's Law and Electric field) □ Electric circuits (Ohm's Law, Power and Energy); and • Grades 10 and 11 Chemistry Topics: <ul style="list-style-type: none"> ➤ Representing chemical change (grade 10) ➤ Intermolecular forces (grade 11) ➤ Stoichiometry (grade 11) ➤ Energy and Change (grade 11) 	3

12	Final Examination	<ul style="list-style-type: none"> • All Grade 12 content, concepts and skills as prescribed in the CAPS for terms 1- 4; and • Grade 11 Physics Topics: <ul style="list-style-type: none"> ➤ Newton's Laws (Newton 1, 2, 3 and Newton's Law of Universal Gravitation) and Application of Newton's Laws. ➤ Electrostatics (Coulomb's Law and Electric field) □ Electric circuits (Ohm's Law, Power and Energy); and • Grades 10 and 11 Chemistry Topics: <ul style="list-style-type: none"> ➤ Representing chemical change (grade 10) ➤ Intermolecular forces (grade 11) ➤ Stoichiometry (grade 11) ➤ Energy and Change (grade 11) 	4
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4.1.3. Practical investigations & experiments

Practical investigations and experiments should focus on the practical aspects and the process skills required for scientific inquiry and problem solving. Assessment activities should be designed so that learners are assessed on their use of scientific inquiry skills, like planning, observing and gathering information, comprehending, synthesising, generalising, hypothesising and communicating results and conclusions. Practical investigations should assess performance at different cognitive levels and focus on process skills, critical thinking, scientific reasoning and strategies to investigate and solve problems in a variety of scientific, technological, environmental and everyday contexts.

For the purposes of this curriculum the difference between a practical investigation and an experiment is that an experiment is conducted to verify or test a known theory whereas an investigation is an activity that is conducted to test a hypothesis i.e. the result or outcome is not known beforehand.

4.2. REQUIREMENTS FOR GRADE 12 PRACTICAL WORK

In grade 12 learners will do TWO experiments for formal assessment (ONE Chemistry and ONE Physics experiment), selected from Table 3 given below. One experiment must be done in term 1 and another one in either term 2 or term 3. This gives a total of **TWO formal assessments for practical work** in Physical Sciences in Grade 12.

Irrespective of the term in which an experiment is conducted and assessed, all **recording** of marks for practical work in the SBA will be done in terms 1 and 3.

The province should select the two formal experiments from Table 3 given below:

Table 3: List of Formal Practical Activities

Grade	Term	Recommended Practical Activities for Physics	Recommended Practical Activities for Chemistry
12	Term 1	<ul style="list-style-type: none"> • Verify the conservation of linear momentum. • Determine the acceleration due to gravity 	<ul style="list-style-type: none"> • Prepare a minimum of three esters. • Reaction of alkanes and alkenes with bromine and potassium permanganate
	Term 2	<ul style="list-style-type: none"> • Perform simple experiments to determine the work done and power expended in walking up (or running up) a flight of stairs. 	<ul style="list-style-type: none"> • Determine the unknown concentration of an acid or base by titration against a standard solution • Determine factors affecting the rate of a reaction.
	Term 3	<ul style="list-style-type: none"> • Electricity: Resistance <p>Part 1 Determine the internal resistance of a battery.</p> <p>Part 2 Set up a series-parallel network with resistors of known resistance. Determine the equivalent resistance using an ammeter and a voltmeter and compare with the theoretical value.</p> <ul style="list-style-type: none"> • Series-parallel Networks: <p>Set up a series-parallel network with an ammeter in each branch and external circuit and voltmeters across each resistor, branch and battery, position switches in each branch and external circuit. Use this circuit to investigate short circuits and open circuits.</p>	<ul style="list-style-type: none"> • Verify the reactions that take place in a galvanic cell and an electrolytic cell.
	Term 4		

It is recommended that for informal assessment all learners in Grade 12 should do a minimum of TWO experiments (ONE Chemistry and ONE Physics experiment).

Table 4: Practical work for grades 12

Practical work	Grade 12
Experiments for formal assessment	1 Physics and 1 Chemistry
Project (informal assessment)	NONE
Experiments (informal assessment)	1 Physics and 1 Chemistry
TOTAL	4

The forms of assessment used should be age - and developmental level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

4.3. PROGRAMME OF ASSESSMENT

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout the terms.

4.3.1. Programme of formal assessment for grade 12

Assessment consists of two components: a School Based Assessment which makes up 25% of the total mark for Physical Sciences and an external examination which makes up the remaining 75%. The School Based Assessment for Physical Sciences comprises five tasks that are internally assessed. Together the School Based Assessment and external assessment make up the annual assessment plan for Grade 12. The Programme of Assessment (POA) is also called the Annual Assessment Plan

Table 5 illustrates the assessment plan and weighting of tasks in the programme of assessment for Physical Sciences Grade 12.

Table 5: Annual Assessment plan and weighting of tasks in the programme of assessment for grade 12

PROGRAMME OF ASSESSMENT FOR GRADE 12						
INTERNAL ASSESSMENT (SBA)						EXTERNAL ASSESSMENT
ASSESSMENT TASKS (25%)						END-OF-YEAR ASSESSMENT (75%)
TERM 1		TERM 2		TERM 3		TERM 4
Type	Weighting and duration	Type	Weighting and duration	Type	Weighting and duration	Final Examination (2 x 150 marks giving a total of 300 marks for papers 1 and 2) 3 hour duration for each of Papers 1 and 2
Experiment	15% (Minimum 50 marks and minimum 2 hour duration)	Formal Test	1 Paper Duration: 1 Hour (20%)	Experiment	15% (Minimum 50 marks and minimum 2 hour	
Control Test	20% (1 x 100 marks) 2 hours duration 50 marks for Physics topics and 50 marks for Chemistry topics			Preliminary Examination	30% (2 x 150 marks) Paper 1: 150 marks Paper 2: 150 marks 3 hour duration for each of Papers 1 and 2	
Total Weighting: 35%		Total Weighting: 20%		Total Weighting: 45%		
FINAL MARK = 25% (ASSESSMENT TASKS) +75% (FINAL EXAM)=100%						

4.3.2. END-OF-YEAR EXAMINATIONS

4.3.2.1. Grade 12 (external assessment)

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

The core content outlined in the Physical Sciences Curriculum and Assessment Policy (CAPS) document is compulsory and will be examined through Papers 1 and 2. Note that all the topics in the grade 12 curriculum are examinable in the end of year examination plus selected topics from grades 10 and 11. Below is a list of selected content, outlined for Grades 10 and 11 in the CAPS document that is also examinable in the Grade 12 final examination.

Table 6: Examinable Topics from Grades 10 & 11 in Grade 12

Selected Examinable Topics from Grades 10 & 11 in Grade 12	
Physics from grade 11	Chemistry from grades 10 and 11
1. Newton's Laws (Newton 1, 2, 3 and Newton's Law of Universal Gravitation) and Application of Newton's Laws. 2. Electrostatics (Coulomb's Law and Electric field) 3. Electric circuits (Ohm's Law, Power and Energy)	1. Representing chemical change (grade 10) 2. Intermolecular forces (grade 11) 3. Stoichiometry (grade 11) 4. Energy and Change (grade 11)

Multiple-choice questions could be set in examination papers. However, such questions should have a weighting not exceeding 15%. The examination paper may also consist of conceptual type questions. The final end-of-year examination is nationally set, marked and moderated.

The nationally set, marked and moderated examination will consist of two papers:

- Paper 1: Physics focus (3 hours, 150 marks)
- Paper 2: Chemistry focus (3 hours, 150 marks)
- All of the questions will focus on content as stated in the National Curriculum Statement.
- Questions will reflect the different levels of the Physical Sciences Assessment Taxonomy (APPENDIX 1 of CAPS) appropriate to the paper.

Table 7 shows the weighting of questions across cognitive levels and the specification and suggested weighting of the content for the Grade 12 end-of-year examinations (across the two papers).

Table 7: Weighting of questions across cognitive levels, the specification and suggested weighting of the content for the Grade 12 end-of-year examination

GRADE 12								
Paper	Content	Marks	Total Marks/ Paper	Duration (Hours)	Weighting of Questions Across Cognitive Levels			
					Level 1	Level 2	Level 3	Level 4
PAPER1: PHYSICS FOCUS	Mechanics	65	150	3	15 %	35 %	40 %	10 %
	Waves, Sound & Light	15						
	Electricity & Magnetism	55						
	Matter & Materials	15						
PAPER 2: CHEMISTRY FOCUS	Chemical Change	92	150	3	15 %	40 %	35 %	10 %
	Matter & Materials	58						

4.4. RECORDING AND REPORTING

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skills as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her / his readiness to progress or be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Schools are required to provide quarterly feedback to parents on the Programme of Assessment using a formal reporting tool such as a report card.

The schedule and the report card should indicate the overall level of performance of a learner. Schools should use the following weighting for **reporting purposes only** and only in the **first, second and third** terms of Grade12:

	Practical Work	Control test/ trial exam
Weighting	25%	75%

4.4.1. Recording and reporting on the Assessment Tasks and SBA in the Programme of Assessment

Schools are also required to provide quarterly feedback to parents and learners of the marks obtained by learners in the assessment tasks in the SBA as given in table 5. This report should adhere strictly to the weighting of tasks given in table 5 and should use a formal reporting tool.

4.4.2. Recording and reporting at the end of the academic year

The **weighting** of tasks in the **Programme of Assessment** must be strictly adhered to when calculating the **FINAL MARK** of the learner for promotion purposes in Grade 12, at the end of the academic year.

4.5. MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

All Grade 12 tasks should be internally and externally moderated. The subject head or departmental head for Physical Sciences at the school will generally manage this process in collaboration with the relevant stake holders. A 10% sample of learners' portfolios will be moderated for schools that have more than 50 learners in the grade. If the number of learners is less than 50 a sample of 5 portfolios will be moderated.

Moderation of a term's formal experiment can be done as early as in the following term, i.e. experiment 1 can be moderated at the beginning of the second term.

The moderation of the practical work (formal experiments) which is part of the SBA, should be onsite (face-to-face moderation). This onsite moderation should include the following process:

- During onsite (face-to-face) moderation learners may be selected at random to demonstrate the different skills developed while conducting the experiments.
- During onsite moderation a random sample of learners may be selected and asked to conduct the formal experiments and to answer questions based on them.
- Learners may not request or obtain assistance from other learners during moderation.
- The school must ensure that all apparatus for these experiments are available and in working condition at school during moderation.
- Upon completion of the moderation process the moderator will, if necessary, adjust marks of the entire group upwards or downwards.
- Normal examination protocols for appeals will be adhered to.

24. Religion Studies

Grade 12

Formal assessments

In Grade 12 four tasks are internally set and assessed and make up 25% of the total mark for Religion Studies, the fifth task is the external examination which is externally set and moderated and makes up the remaining 75%.

Programme of assessment

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout the school year.

The weighting of marks for the five formal assessment tasks for Grade 12 Religion Studies is as follows:

Grade 12

Term 1	Term 2	Term 3	Term 4
Task 1	Task 3	Task 4	Task 5
Source-based 100 marks	Project 100 Marks	Trial examination 300 marks	External examination 300 marks
Task 2 Test 100 marks			

GRADE 12 END-OF-YEAR EXAMINATION

Paper: One

Time: 2 hours

Mark allocation: 150

GRADE 12 PAPER ONE : TOPICS TO BE COVERED		
1.	Variety of religions	<ul style="list-style-type: none">• Conceptual distinctions• Unique features of various religions
2.	Common features of religion	<ul style="list-style-type: none">• Religious teachings
3.	Topical issues in society	<ul style="list-style-type: none">• Role of media in influencing public opinion on religion• Religious freedom, human rights and responsibilities
4.	Research into and across religions	<ul style="list-style-type: none">• Religion in areas of conflict in South Africa, Africa and the world

Paper ONE is divided into Section A and Section B

A learner will be required to answer THREE questions

Section A compulsory (50 marks)

The questions will include a combination of two or more types of questions ranging from:

- Multiple choice
- Fill in the blanks
- True or false with reasons
- Matching columns
- Odd word out, with reason
- One-word answers
- It may also include questions that require short explanations, definitions or brief descriptions

Section B Choose Two out of Three or Four Questions (50x2 =100)

Learners will answer two scenario-based, source-based, case study or short open-ended questions. Answers will range from short responses to paragraphs. A short text/diagram/data/graphs/ may be provided as a stimulus.

The trial examinations in Grade 12 will be similar to the external examinations.

Examinable Topics from Grades 10 and 11 in Grade 12
Grade 12 paper 1
Major dimensions common to all religions (from Gr 10)

Paper: Two

Time: 2 hours

Mark allocation: 150 marks

GRADE 12 PAPER TWO: TOPICS TO BE COVERED		
1.	Variety of religions	<ul style="list-style-type: none">• Internal to differentiations within religions• Main features of such differentiations• History and present dynamics of inter-religious relationships

2.	Common features of religion as a generic and unique phenomenon	<ul style="list-style-type: none"> • The central teachings in one religion • Normative sources in various religions • Interpreting one normative source • Analysis of secular worldviews • The origin, purpose and influencing factors behind at least two worldviews
3.	Topical issues in society	<ul style="list-style-type: none"> • Developing a strategy to solve a major social problem
4.	Research into and across religions	<ul style="list-style-type: none"> • Religion and the Natural Sciences

Learners will answer three focused extended writing questions from a choice of four or five questions :(50 marks each)

Questions will focus on analysing and interpreting generic issues pertaining to religions:

- Learners are expected to present a position on an issue/or issues from **religious perspectives** and to argue/critique this position.
- A source may be included to act as a stimulus.
- The Grade 12 examination guideline will provide details of the social problems that will be addressed for a particular year.

Examinable Topics from Grades 10 and 11 in Grade 12
Grade 12 paper 2
Religion and the state (from Gr 11)
Types of rituals and their roles (from Gr 11)

TESTS

Test: **Grade 12**

Time: 1 and half hours

Mark allocation: 100

SECTION A

Compulsory (30 marks)

The questions have to be a combination of two or more types of questions ranging from:

- Multiple choice
- Fill in the blanks
- True or false with reasons
- Matching columns
- One-word answers
- It may also include questions that require short explanations, definitions or brief descriptions

SECTION B

Learners will answer a short source-based questions (40 marks) and an extended writing (30 marks)

RECORDING AND REPORTING

When recording and reporting on learner performance in Religion Studies, the following marks are applicable per term.

Term	Assessment task	Mark per term		Year %
		Recording	Reporting	
1	Source-based Task	100	100	600/ 6 = 100 (SBA)
	Test	100	100	
2	Project	100	100	
3	Trial examination	300	100	
		600/6	100	
4	SBA	100		
	External examination	300		75%
	Total for end of year			100%

A LIST OF VERBS FOR THE DIFFERENT COGNITIVE LEVELS

L1 and L 2		L3 and L 4		L5 and L 6	
Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Exhibit memory of previously learned material by recalling facts, basic concepts; and answers.	Demonstrate understanding of facts and ideas by: organising, comparing, translating, interpreting, giving descriptions and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts techniques and rules in a different way.	Examine and break information into parts by identifying reasons or causes. Make inference and find evidence to support generalisations.	Present and defend opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria	Compile information together in a different way by combining elements in a new pattern or proposing an alternative solution
Choose Define Find How List Match Name Relate Select What When Where Which Who Why	Classify Compare Contrast Explain Illustrate Outline Summarise Infer Relate Show Demonstrate	Apply Choose Develop Identify Interview Construct Report Change Conclude Demonstrate Discuss Explain Illustrate Interpret Report Review Summarise Tell Prepare Show	Analyse Assume Categorise Classify Compare Contrast Conclude Distinguish Examine Infer	Apply Appraise Assess Compare Conclude Consider Criticise Decide Defend Determine Evaluate Explain Interpret Judge Justify Recommend Support Argue	Change Choose Combine Compile Compose Construct Create Develop Elaborate Imagine Improve Plan Predict Propose Solve Suppose Produce

Source-based task

The source-based task must be completed independently under controlled conditions. The teacher is required to facilitate the process in class. However, the completion of the task should not be administered as a class test

Sources may be taken from newspaper articles, magazine articles, websites video clips or radio recordings. All sources must be acknowledged. Through these sources, learners are presented with a real-life situation, a current problem or an incident relating to a topic in the curriculum. They are expected to assume a particular role in articulating the position, and respond to particular questions from various cognitive orders. They should draw on their own experience or prior learning to interpret, analyze, give advice, and make suggestion/s or recommendation/s to defend arguments and/or solve the problem based on informed decision-making.

Information provided in the sources must be current, up-to-date, grade and age-appropriate, learner-friendly and devoid of racial, cultural, religious, sexual orientation and gender bias. The sources selected should have direct links with the Religion Studies content in the CAPS.

The source based task must include questions at lower, middle and higher cognitive levels. The following must be provided:

A marking memorandum or marking guideline with an exhaustive list of possible alternate answers to assess learners.

A marking grid indicating the cognitive levels of Bloom's taxonomy levels 1-6 must be provided. There must be a distribution of marks reflecting 30% low order, 40% middle order and 30% high order.

Project

Learners will spend time outside of contact time to collect resources and information. **The completion of the task should be facilitated by the teacher in class time.**

The project will be a task in which learners will demonstrate knowledge, skills, values and competencies in specific or integrated content. The project requires extended reading and writing on the part of the learner. Teachers should give the necessary guidance prior to commencement and during completion of the project and monitor the progress of learners throughout. The objective for the project should be clear and thorough planning should take place, e.g. preparing the questions for an interview.

The topic and nature of the project will be determined by the content covered according to the annual teaching plan.

Learners will need adequate guidance at the outset of the project and progress should be monitored throughout the process. All assessment criteria applicable to the project has to be discussed with the learners prior to the commencement of the project

When preparing a project, consider these minimum requirements.

- Choose a relevant topic
- The project could take the form of interviews, surveys, observations etc.
- The objective /purpose/ reasons for the project should be clear.
- Thorough planning should take place e.g.
 - Brainstorm the topic.
 - Draw a mind map outlining the project.
 - Prepare questions for the interview.
- Research the content.
- Analyse and collate data/information.
- The findings should be structured in the form of an essay with sub-headings.
- The project may be supplemented with the following:
 - Compiling brochures
 - Writing newspaper/ magazine articles, advertisements
 - Pictures, photos
 - Making videos
 - Drawing / taking / selecting relevant pictures
 - Preparing a presentation or a wall chart
- A conclusion and/ or recommendations/ suggestions / solutions / advice / practical strategies should be provided.
- Reflection: How did the project/participation affect your thinking, attitude or behaviour regarding the issue?
- Include a bibliography where the titles of books, articles, websites and the other sources of information consulted are listed.
- The project must have a cover page and table of contents.
- The project should be bound or stapled.

NB: A marking guideline, should be provided. Provision must be made for additional answers as well as the learners' own interpretation of the questions. Constructive feedback should be provided to learners upon completion of assessment.

The guideline for marking could be a memorandum, rubric, matrix, criteria checklist etc.

A marking grid indicating the cognitive levels of Bloom's taxonomy levels 1-6 must be provided. There must be a distribution of marks reflecting 30% low order, 40% middle order and 30% high order.

GLOSSARY

CONCEPT	DEFINITION
Adaptation	Acclimatisation to a situation
Adherent	Someone who belongs / follows a particular religion
African Traditional Religion	A religious belief system indigenous to Africa
Agnosticism	The view that there is insufficient information for the existence or non- existence of God
Altar	Flat topped stone / surface used in religious ceremonies
Anthropologist	Person who studies humankind and cultures through history
Archaeology	A study of proofs of the way people lived , from very old ruins, human and animal bones
Atheism	A belief system that there is no God
Buddhism	The teachings of Siddhartha Gautama about enlightenment
Census	A system of counting citizens of a country
Cluster	Belonging to the same group
Colonialism	A system of one country dominating another country.
Comparability	Juxtaposing two ideas / things. Identifying similarities and differences.
Conform	Fit to a standard
Contemporary	Something recent
Demographical data	Statistical data related to the population and particular groups within it.
Dynamics	Expected / unexpected happenings
Ecumenism	Are those activities aimed at finding unity and cooperation between Christian denominations
Elements	Essential parts that make a whole
Ethics	Moral principles that govern a person’s behaviour or the conducting of an activity
Evolution	A process of development /growth; progression to a higher stage
Expounded	Presented and explained theory or idea in detail
Governance	Action/way of governing and controlling

Halaal	Permissible in Islamic law
Harmony	A state of being in agreement. Peace / serenity
Humanism	A way of thinking that focuses on human relationships with one another and the environment. Humanists do not include God, a supreme being or other gods in their thinking.
Humanity	An expectation of how human behaviour should be
Hunter- gatherer	An economy of hunting and gathering food together
Ideology	A way of thinking relating to a group or individuals.
Impact	After effects/ consequences
Impartiality	Decisions are made based on objective criteria and not on the basis of any prejudice or bias.
Imperialism	A policy of extending a country's power and influence using military force or other means
Inter- religious dialogue	Interactive agreement between / among religions
Liberation	A system of setting free
Manifestation	A sign or a(human) form of something abstract (God)/ demonstration
Meditation	A deep thinking and communication to a deity / God
Monarchy	A kingdom / state led by a king / queen
Monotheism	Belief in one God
Mutual	Working / winning together
Mysticism	A state of seeking a deep relationship with the divine
Narrative	Story
Normative tradition	An exercise of doing things according to agreed standards
Nun	A female devotee in the Roman Catholic Church
Objectivity	Not taking a side / part (not favouring any religion)
Oligarchy	Power concentrated in a few persons
Opinion	How one believes/sees or is convinced about a thought/life
Pantheism	A belief that all is God and that God is in everything
Pastor	A leader in a religion

Pattern	A constructive strand of design repeated for decoration or reinforcement
Perspective	An agreed way of presenting
Philosophy	The way of thinking
Politics	Activities aimed at increasing someone's status or increasing power within an organisation
Polytheism	A belief in many gods
Practices	Ways of doing things
Priest	A leader of a spiritual congregation
Principles	Fundamental truth
Prophet	The agent of prediction, often based on messages from God.
Proselytisation	Preaching / evangelising and even forcing others to convert
Protocol	Rules about appropriate behaviour and dress
Pundit	A leader who has studied Hindu scriptures
Quran	Holy book of Islam
Rabbi	Religious leader of the Jewish faith
Revitalisation	A system of giving a new shape / life
Rituals	Agreed upon religious practices
Sacred	Holy
Sikhism	The religion that originated in the Punjab region of the Indian sub-continent about the end of the 15 th century
Subjectivity	Looking at something from your own point of view as an insider
Surveys	To get right measurement
Synagogue	Place of worship for Jews
Syncretism	When one religion incorporates the teachings, beliefs or practices of another religion
Tenach	Holy writings of Judaism
Taoism	A religion that originated in China
Theocracy	The leadership of God to the people
Transformation	A process of accepting new ways of doing things

Ubuntu	African ethic which respect and care for others
Vedas	Texts which originated in India (Hinduism)
Worship	The feeling or expression of reverence and adoration to a deity or God
Xenophobia	Irrational fear, intolerance and hatred of foreigners
Yiddish	Language developed form German and Hebrew

25. Second Additional Languages

Note: Refer to Section 4 of the CAPS

4.4 Programme of Assessment

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

4.4.1 Overview of requirements

The following tables provide an overview of the Programme of Assessment requirements for each term for Second Additional Languages:

Table 3: Overview of the Programme of Assessment Requirements Grade 12

Programme of assessment			External examination
Tasks per term			
Term 1: 2 Tasks + 1 Written Test	Term 2: 2 Tasks	Term 3: 2 Tasks Trial examination comprising 3 Papers: Paper 1 – Language in Context (80) – 2 hrs Paper 2: Literature (40) – 1,5 hrs Paper 3 – Writing (80) – 2,5 hrs (Can be written in August or September)	Term 4: 1 External Examination comprising 3 Papers: Paper 1 – Paper 1 – Language in Context (80) – 2 hrs Paper 2: Literature (40) – 1,5 hrs Paper 3 – Writing (80) – 2,5 hrs Paper 4 – Oral (100)
Term mark (Terms 1 – 3): <ul style="list-style-type: none"> Each term, add totals and convert to % for term mark. SBA mark: <ul style="list-style-type: none"> Add totals for tasks from term 1 to term 3, excluding oral marks, and convert to 25% External examination <ul style="list-style-type: none"> Convert Paper 1 to 20%, Convert Paper 2 to 10%, Convert Paper 3 to 20%, Add totals for orals tasks throughout the year and convert to 25% (Paper 4). 			

Table 4: Programme of Assessment Grade 12

Programme of Assessment		
Formal assessment tasks in Term 1		
Task 1	Task 2	Task 3
*Oral: (25 marks) Conversation	*Oral: (25 marks) Listening comprehension	**Test: (40 marks) Language in context: Comprehension Summary Language structures and conventions
Formal assessment tasks in Term 2		
Task 4	Task 5	
*Oral: (25 marks) Prepared speech	Literature: (40 marks) Literature Contextual questions	
Formal assessment tasks in Term 3		
Task6	Task 7	Task 8
*Oral: (25 marks) Prepared reading aloud	Writing: (40 marks) Narrative/ Descriptive essay	Trial examinations: (200 marks) Paper 1 – Language in context (80) – 2 hrs Paper 2: Literature (40) - 1,5 hrs Paper 3 – Writing (80) (Can be written in August/ September) – 2,5 hrs
Evidence must be available of informal assessment of writing activities: essays, longer and shorter transactional texts in each term according to the requirements of the Teaching Plans.		

***Orals:** Learners should do one prepared speech task, one conversation task, one listening task, and one prepared reading aloud task during the year.

****Test** could be set out of **40 marks** or, if more, should be **converted to 40 marks**. While the *Comprehension, Summary, Language structures and conventions in context* combination is suggested, teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school.

Note: A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45-60 minutes, and should reflect the different cognitive levels as set out for exam papers.

26. Technical Mathematics

Programme of Assessment

The programme of assessment in Technical Mathematics has not changed except that **formula sheet** MUST be provided for tests and final examinations in Grades 10, 11 and 12.

All learners in grades 10-12 should be provided with formula sheet similar to the one given in Grade 12 for all examinations.

Assignments are generally extended pieces of work completed individually at school under control supervision with access to resources.

At most one project or investigation should be administered in a year.

It is compulsory to administer one assignment in each grade (10-12). The option of offering an assignment or a test in grades 10 - 12 is discontinued. All 7 tasks should be administered as indicated in the table below.

The table below also reflects the new the weightings for assignment and project or investigation.

Learners are expected to have seven (7) formal assessment tasks for their school-based assessment in grades 10 and 11 and six (6) in grade 12.

The number of tasks and their weighting are listed below:

		GRADE 10		GRADE 11		GRADE 12	
		TASKS	WEIGHT (%)	TASKS	WEIGHT (%)	TASKS	WEIGHT (%)
School-based Assessment	Term 1	Test Project / Investigation	10 15	Test Project/ Investigation	10 15	Test Project / Investigation Assignment	10 15 15
	Term 2	Assignment Test	15 10	Assignment Test	15 10	Test	10
	Term 3	Test Test	10 10	Test Test	10 10	Test Trial Examination	10 25
	Term 4	Test	10	Test	10		
School-based Assessment mark			80		80		85
School-based Assessment mark (as % of promotion mark)			25%		25%		25%
PAT		Task	25%	Task	25%	Task	25%
End-of-year examinations			50%		50%		50%

Promotion mark		100%		100%	
<p>Note:</p> <ul style="list-style-type: none"> Investigation/project should be done in term ONE. Only ONE project/investigation should be set per year. Tests should be at least ONE hour long and count at least 50 marks. For purposes of term reporting: the following should appear in the learner's report: Grades 10 and 11, Term 1, Project or Investigation 25%, PAT 25% and Test 50%. Term 2, Assignment 25%, PAT 25% and Test 50% Term 3, PAT 25% and Two tests 75%. Promotional Report, the combination SBA 25%, PAT 25% and Exam 50% <p>Grade 12, Term 1, project/investigation must contribute 15%, assignment 10% PAT 25% and test 50%. Term 2, test 75%, PAT 25% Term 3, test must contribute 25% PAT 25% and preparatory exam 50%.</p> <ul style="list-style-type: none"> No calculators with programmable functions, facilities or symbolic facilities (for example, to factorise $a^2 - b^2 = (a - b)(a + b)$, or to find roots of equations) will be allowed. Calculators should only be used to perform standard numerical computations and to verify calculations by hand. 					

The table below shows the compilation of the school based assessment (SBA) mark for grade 12

Description	Time Frame	Weighting in terms of final SBA mark
Test, Assignment and Investigation	Term 1	40%
Test	Term 2	25%
Test and Trial examination	Term 3	35%
Total SBA Mark		100%

The Grade 12 Programme of Assessment for Technical Mathematics

Programme of Assessment for Technical Mathematics Grade 12							
Assessment Tasks		Term 1	Term 2	Term 3	Term 4	% of Final Promotion Mark	Marks
SBA	Test 1 (10% of SBA)	1 paper				10	The marks of all three tasks are converted according to the weightings to give a total mark out of 100
	Assignment /test (10% of SBA)					25	
	Investigation (20%)						
	Test (10% of SBA)		2 papers				
	Test (10% of SBA)			2 papers		8,75	
	Trial examination (25% of SBA)						

PAT	Practical 1 (40% of PAT)	1				10	25	The marks of all three tasks are converted according to the weightings to give a total mark out of 100
	Practical 2 (30% of PAT)		1			7.5		
	Practical 3 (30% of PAT)			1		7.5		
External Examination	2 Final Examination papers of equal weight				Paper 1	25	50	2 x 150 marks giving a total of 300 marks for papers 1 and 2. The 300 marks is converted to 200 marks.
					Paper 2	25		
Final Promotion Mark							100	SBA + PAT + Final Examination = 100 + 100 + 200 = 400

27. Technical Sciences

4. ASSESSMENT

4.1 Introduction

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings; and using this information to understand and thereby assist the learners' development to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience. Assessment is a process that measures individual learner's attainment of knowledge (content, concepts and skills) in a subject by collecting, analysing and interpreting the data and information obtained from this process to:

- enable the teacher to make reliable judgements about a learner's progress
- inform learners about their strengths, weaknesses and progress
- assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of the learners. Assessment should be mapped against the content, concepts and skills, and the aims specified for Technical Sciences, and in both informal and formal assessments it is important to ensure that in the course of a school year:
 - all the subject content is covered
 - the full range of skills is included
 - a variety of different forms of assessment are used.

4.2 Informal or daily assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievements that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress.

This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching but need not be recorded. It should not be separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks.

Informal, on-going assessments should be used to structure the acquisition of knowledge and skill should be precursors to formal tasks in the Programme of Assessment (POA).

4.3 Formal assessment

FORMAL assessment consists of SBA, PAT and the Final Examination. All assessment tasks that make up the formal Programme of Assessment for the year are regarded as Formal Assessment. Examples of formal assessments include control tests, examinations and PAT.

Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to moderation for quality assurance and to ensure that appropriate standards are maintained.

4.3.1. Formal Assessment for Grade 12

THREE experiments are done per year. These experiments constitute the Practical Assessment Task (PAT). One experiment is conducted per term for each of terms 1, 2 and 3. ONE control test, ONE trial examination and ONE final examination are conducted as formal assessment, assessed and recorded for Grade 12.

Formal Assessment Grade 12		
SBA: 25%	PAT: 25%	FINAL EXAMINATION: 50%
•• 1 control test Preparatory examination (two papers)	THREE experiments	Two papers

TABLE 1

4.3.2 Control tests & examinations for Grade 12

Control tests and examinations should be set using an analysis grid to ensure fair distribution of cognitive levels. Control tests and examinations are written under controlled conditions within a specified period. Questions in tests and examinations should assess performance at different cognitive levels with an emphasis on process skills, critical thinking, scientific reasoning and strategies to investigate and solve problems in a variety of scientific, technological, environmental and everyday contexts.

4.3.2.1. Marks and time allocation for the control test

A **single** control test should be administered in one sitting and under controlled conditions. The control test will consist of one paper ONLY.

Table 2: Mark allocation and Duration of control tests

Grade	Minimum Marks	Duration
12	50	1 hour

4.3.3.2. Structure of the Examinations

The question paper could comprise of multiple choice, matching-columns and structured questions. However, multiple choice and matching-columns questions should have a maximum weighting of 10% each. It is not compulsory for a paper to have both multiple choice and matching-column questions, but it should have at least one of them together with structured questions.

4.3.3.3 Content for control tests and examinations for grade 12**Table 3: Content for control tests and examinations for grade 12**

Grade	Assessment Item	Content covered	Term
12	Control test 1	Newton's laws of motion Momentum Work, energy and power Elasticity	1
12	Preparatory Examination	All content, concepts and skills as prescribed in the CAPS for terms 1- 3	3
12	Final Examination	All content, concepts and skills as prescribed in the CAPS for terms 1- 4.	4

4.3.4 Preparatory examinations

The Preparatory examinations will consist of TWO papers and will be internally set, marked and moderated, unless otherwise instructed by provincial or national departments of education. The question paper could comprise of multiple choice, matching-columns and structured questions.

However, multiple choice questions and matching-columns questions should have a maximum weighting of 10% each. It is not compulsory for a paper to have both multiple choice and matching-column questions, but it should have at least one of them together with structured questions. The preparatory examination for grade 12 should consist of all content, concepts and skills as prescribed in the CAPS for terms 1- 3.

4.3.5 End-of-year examinations

Grade 12 Final Examination (external assessment)

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

The core content outlined in the Technical Sciences Curriculum and Assessment Policy Statement (CAPS) is compulsory and will be examined in TWO papers. Note that all the topics in the Grade 12 curriculum as stated in the Technical Sciences CAPS are examinable at the end of year examination.

The question paper could comprise of multiple choice questions (maximum weighting 14%), matching-columns (maximum weighting 5%), one-word answer (maximum weighting 5%) and structured questions. The final end-of-year examination is nationally set, marked and moderated. All the questions will focus on content as stated in the National Curriculum Statement.

Grade 12	Examination	Maximum marks	Duration
	Preparatory examination		
	Paper 1	150	3 hours
	Paper 2	75	1.5 hours
	Final examination		
	Paper 1	150	3 hours
	Paper 2	75	1.5 hours

Table 4: Marks and duration for examination papers in Grade 12**Table 5: Weighting of topics for final and preparatory (trial) examination papers in grade 12**

Grade	Content	% Combined Weighting Overall (% weighting in P1+P2)	% Weighting in Paper 1	% Weighting in Paper 2
12	Mechanics	41.33	62	----
	Electricity and Magnetism	14.67	22	----
	Matter and materials	10.67	----	62
	Chemical change	20.67	----	38
	Waves, Sound and Light	12.67	16	----

4.4 COGNITIVE LEVELS

All assessment tasks should comply with the cognitive levels in Table 6.

Table 6: Weighting and description of cognitive levels

Cognitive levels	Description	% Weighting for paper 1	% Weighting for paper 2
1	Remembering	25	30
2	Understanding	30	35
3	Analysing and Applying	40	30
4	Creating and Evaluating	5	5

4.5 PRACTICAL INVESTIGATIONS/ EXPERIMENTS

Practical investigations/ experiments should focus on the practical aspects and the process skills required for scientific inquiry and problem solving. Assessment activities should be designed so that learners are assessed on their use of scientific inquiry skills, like planning, observing and gathering information, comprehending, synthesising, generalising, hypothesising and communicating results and conclusions.

Practical investigations should assess performance at different cognitive levels and focus on process skills, critical thinking, scientific reasoning and strategies to investigate and solve problems in a variety of scientific, technological, environmental and everyday contexts. The difference between a practical investigation and an experiment is that an experiment is conducted to verify or test a known theory, whereas an investigation is an activity that is conducted to test a hypothesis, i.e. the result or outcome is not known beforehand.

4.6 Practical Assessment Task (PAT)

4.6.1. Requirements for PAT

The requirements for the Practical Assessment Task (PAT) are as follows:

- PAT accounts for the skills the learner has mastered;
- PAT accounts for 25% of the learner's final examination mark;
- The PAT in grade 12 will consist of 3 experiments;
- The PAT must be conducted under controlled conditions;
- The PAT will assess a range of skills that are relevant for the study of Technical Sciences. Some examples of these skills are classifying, assembling equipment; observing, troubleshooting; communicating, measuring, designing an investigation, conducting an experiment, drawing and evaluating conclusions, formulating models, hypothesising, identifying and controlling variables, inferring, observing and comparing, interpreting, analysing, predicting, problem-solving and reflective skills;
- Each learner is required to conduct each experiment in the PAT;
- Each learner is assessed as an individual for the PAT; and
- Each learner is expected to write his/her individual report on the PAT.

The table below shows the schedule and weighting of Practical Assessment Task (PAT) experiments.

Table 7: PAT

Description	Time Frame	Weighting in terms of final PAT mark
Experiment	Term 1	40%
Experiment	Term 2	30%
Experiment	Term 3	30%
Total PAT Mark		100%

Note: Each experiment could be set out of a minimum of 30 marks and the total mark should be converted as per the prescribed weighting.

4.6.2. Assessment of PAT

The assessment tools used, specifying the assessment criteria for each task will be indicated by the nature of the task and the focus of assessment. The assessment tool could be any one or a combination of rubrics, checklists, observation schedules and memoranda.

The grade 12 PAT should be externally set. The grade 12 PAT should be both internally and externally moderated.

4.7 PROGRAMME OF ASSESSMENT FOR GRADE 12

The Programme of Assessment is designed to distribute the formal assessment tasks across the school terms.

Formal assessment consists of three components: SBA (25 %), PAT (25%) and the final examination (50%).

Table 8 illustrates the assessment plan and weighting of tasks in the Programme of Assessment for grade 12.

Table 8: Assessment in grade 12								
Programme of Assessment for Technical Sciences Grade 12								
Assessment Tasks		Term 1	Term 2	Term 3	Term 4	% of Final Promotion Mark		Marks
SBA	Control Test 1 (35% of SBA)	1 paper				8.8	25%	The marks of all three tasks are converted according to the weightings to give a total mark out of 100
	Preparatory examination (65% of SBA)			2 papers		16.2		
PAT	Experiment (40% of PAT)	1				10	25%	The marks of all three tasks are converted according to the weightings to give a total mark out of 100
	Experiment (30% of PAT)		1			7.5		
	Experiment (30% of PAT)			1		7.5		
External Examination	2 Final Examination papers				2 papers	50	50 %	2 papers Paper 1 of 150 marks for 3 hours Paper 2 of 75 marks for 1,5 hours. 150 marks + 75 marks gives a total of 235 marks overall for papers 1 and 2. The 225 marks is converted to 200 marks.
Final Promotion Mark							100 %	SBA + PAT + Final Examination = 100 + 100 + 200 = 400

Maximum marks for the SBA, PAT and Final Examination for Grade 12

Table 9: Formal assessment marks

Description	Maximum Mark
SBA	100 marks
PAT	100 marks
Final Examination	200 marks
Programme of Assessment	400 marks

4.8 RECORDING AND REPORTING

Recording is a process in which a teacher documents the level of a learner's performance in a specific assessment task. It indicates learner's progress towards the achievement of knowledge and skills as prescribed in the Curriculum and Assessment Policy Statement. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and readiness to progress or to be promoted. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools and other stakeholders. Learner performance can be reported in several ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject.

4.8.1 Recording and reporting in the first, second and third terms

Schools are required to provide quarterly feedback to parents on the Programme of Assessment using a formal reporting tool such as a report card. The schedule and the report card should indicate the overall level of performance of a learner. **The term reporting will be based on the SBA and PAT tasks per term.** The term mark will comprise of **25% PAT and 75% SBA for each of terms 1 and 3.** The term mark will comprise of **100% PAT for term 2.**

4.8.2 Recording and reporting at the end of the academic year

At the end of the year the final mark will comprise of **25% SBA, 25% PAT and 50% Final Examinations.** The weighting of tasks in the Programme of Assessment must be strictly adhered to when calculating the final mark of the learner in grade 12, at the end of the year.

4.9 MODERATION OF FORMAL ASSESSMENT

4.9.1 Moderation of SBA for grade 12

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. All formal tasks are internally/externally moderated. The subject head or departmental head for Technical Sciences at the school will generally manage this process at the school level. SBA tasks should be moderated at all levels (*school/cluster/district/province/national*).

4.9.2 Moderation of PAT for grade 12

Moderation of each term's PAT component can be done as early as in the following term, i.e. experiment 1 can be moderated as soon as the second term starts.

The moderation of the PAT should be onsite (face-to-face moderation). This onsite moderation should incorporate the following process:

- During onsite (face-to-face) moderation learners may be selected at random to demonstrate the different skills developed while conducting the experiments.
- During onsite moderation a 10% random sample of learners may be selected and asked to conduct the PAT experiments and to answer questions based on them.
- Learners may not request or obtain assistance from other learners during moderation.
- The school must ensure that all apparatus for the PAT experiments are available and in working condition at school during moderation.
- Upon completion of the moderation process the moderator will, if necessary, adjust marks of the entire group upwards or downwards.
- Normal examination protocols for appeals will be adhered to.

APPENDIX 1

4.2.1 Assessment taxonomy for Technical Sciences

Appendix 1 provides a possible hierarchy of cognitive levels that must be used to ensure that tasks include opportunities for learners to achieve at various levels of cognitive demand. The verbs given in the fifth column below could be useful when formulating questions associated with the cognitive levels given in the first column.

APPENDIX 1: Assessment taxonomy for Technical Sciences

DESCRIPTION OF COGNITIVE	LEVEL	EXPLANATION	SKILLS DEMONSTRATED	ACTION VERBS
CREATING	4	The learner creates new ideas and information using the knowledge previously learned or at hand. At the extended abstract level, the learner makes connections not only within the given subject area but also beyond it and generalises and transfers the principles and ideas underlying the specific instance. The learner works with relationships and abstract ideas.	<ul style="list-style-type: none"> • Generating • Planning • Producing • Designing • Inventing • Devising • Making 	Devise, predict, invent, propose, construct, generate, make, develop, formulate, improve, plan, design, produce, forecast, compile, originate, imagine
EVALUATING		The learner makes decisions based on in-depth reflection, criticism and assessment. The learner works at the extended abstract level.	<ul style="list-style-type: none"> • Checking • Hypothesising • Critiquing • Experimenting • Judging • Testing • Detecting • Monitoring 	Combine, integrate, modify, rearrange, substitute, compare, prepare, generalise, rewrite, categorise, combine, compile, reconstruct, organise, justify, argue, prioritise, judge, rate, validate, reject, appraise, judge, rank, decide, criticise
ANALYSING	3	The learner appreciates the significance of the parts in relation to the whole. Various aspects of the knowledge become integrated, the learner shows a deeper understanding and the ability to break down a whole into its component parts. Elements embedded in a whole are identified and the relations among the elements are recognised.	<ul style="list-style-type: none"> • Organising • Comparing • Deconstructing • Attributing • Outlining • Finding • Structuring • Integrating 	Analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, infer, break down, contrast, distinguish, draw, illustrate, identify, outline, point out, relate, question, appraise, argue, defend, debate, criticise, probe, examine, investigate, experiment
APPLYING		The learner has the ability to use (or apply) knowledge and skills in other familiar situations and new situations.	<ul style="list-style-type: none"> • Implementing • Carrying out • Using • Executing 	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover,

				construct, manipulate, prepare, produce, draw, make, compile, compute, sequence, interpret
UNDERSTANDING	2	The learner grasps the meaning of information by interpreting and translating what has been learned.	<ul style="list-style-type: none"> • Exemplifying • Comparing • Explaining • Inferring • Classifying 	summarise, describe, interpret, calculate, contrast, associate, distinguish, estimate, differentiate, discuss, extend, comprehend, convert, explain, give example, rewrite, infer, review, observe, give main idea
REMEMBERING	1	The learner is able to recall, remember and restate facts and other learned information.	<ul style="list-style-type: none"> • Recognising • Listing • Describing • Identifying • Retrieving • Recalling • Naming 	list, define, tell, describe, identify, show, know, label, collect, select, reproduce, match, recognise, examine, quote, name

In Grade 12 only **one internal exam is compulsory**. Schools may therefore:

- Write both exams; or
- Replace one of the exams with a test at the end of the term. This test will have the same weighting as the exam and must cover a substantial amount of work.

4.4 Types of Formal Assessment Tasks in Tourism for Grade 12

4.4.1 Tourism Skills Assessment Task

The Tourism Skills Assessment Task is an assessment task that requires the learner to demonstrate and apply understanding of: (a) Soft Skills; (b) 21st Century skills and (c) Entrepreneurial Skills.

The scenario provided as an introduction for the task can be presented to the learner in the following formats:

- written text / visual text
- audio clip / video clip

To set the Tourism Assessment Skills Task for Grade 12, the teacher should:

- Set a task with a minimum total of 50 marks;
- Determine and indicate the skill/s to be assessed;
- Link the skill(s) to tourism specific content in Term 1;
- Select / create a scenario that is current and real;
- Select / create the scenario relevant to the identified skill/s and content covered in Term 1;
- Provide information about the skill/s and/or content;
- Develop the task with clear instructions;
- Develop an assessment tool with a clear breakdown of expected criteria and guidelines for the assessment.

Any of the following 21st Century Skills may be selected for the Tourism Skills Assessment Task:

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • customer service skills • communication skills • planning skills • sales skills • creativity/design skills • problem solving skills • critical thinking skills • collaboration skills • digital skills • entrepreneurial skills • reading interpretation skills 	<ul style="list-style-type: none"> • customer service skills • leadership skills • generic management skills • digital skills • planning skills • marketing skills • management skills • entrepreneurial skills • critical thinking skills • collaboration skills • teamwork • reading interpretation skills 	<ul style="list-style-type: none"> • customer service skills • financial management skills • human resource management skills • business administration skills • price setting skills • social media skills • budgeting skills • tourism channel skills • collaboration skills • entrepreneurial skills • critical thinking skills • reading interpretation skills

All the above skills as well as any additional skills required to provide a framework for strengthening of critical thinking as well as technical skills.

4.4.2 Data Handling Task

Data handling is a source-based single-sitting assessment task, where learners engage with and analyse data, **to include the following skills:**

- Collecting data
- Organising data
- Representing data
- Interpreting data
- Discussing data.

Data handling can be applied to any topic in the Grade 12 Tourism Teaching Plans covered in Terms 1, 2 and 3.

Various stimuli, containing statistics / data can be used as a source from where questions flow: Examples: Maps; case studies; scenarios; extracts; pictures; cartoons; advertisements; flow-charts; tables; graphs; infographics; reports.

To set the Tourism Data Handling Task for Grades 12, the teacher should:

Set a task with a minimum total of 50 marks;

Select any suitable topic that links to data handling, from the content covered in the Teaching Plans for Terms 1, 2 and 3;

Create or source relevant and preferably recent data/information;

Give clear instructions to guide the learner on how to complete the task (*The learner should know exactly what to do and what is expected.*)

Give clear assessment criteria for the learner to know exactly what is expected for the response.

Develop a relevant assessment tool that aligns to the instructions and assessment criteria of the task.

4.4.3 Controlled Tests

A test for formal assessment may not comprise of a series of small tests and should cover a substantial amount of content.

Criteria for setting a question paper for a test in Grade 12

- Set a test with a minimum total of 50 marks;
- Minimum time allocated is 1 hour;
- *The first page of the test must include:* The name of the school; the date; name of the subject; grade; time allocation; name and number of the SBA task; mark total; name of the examiner and moderator;
- All test papers must be neatly typed;
- All maps / graphics / illustrations should be print clear;
- The question paper should be error free e.g. no spelling, language, translation or mark allocation errors are allowed;
- It is compulsory for all tests to include TWO sections (Section A and B).

- It is compulsory to include scenario / case study-based questions that require:
 - Longer reflective responses in a paragraph format. (minimum 5 marks)
 - Higher order thinking skills that require substantiating evidence/motivations/arguments.
 - Source-based questions (maps, case studies, scenarios, extracts, pictures, cartoons, advertisements, flow-charts, tables, graphs, and infographics.)
- Each test must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.
- An action verb is used to open the question. This gives a clear instruction for what is expected for the response.
- An item and error analysis of learner performance must be completed after marking a formal assessment task. The purpose of the analysis is to expose a lack of knowledge and understanding or poorly developed skills. It further assists to identify the most suitable intervention strategy to improve the level of knowledge and understanding to improve learner performance.

TEST: Minimum total - 50 marks		
SECTION A: Short questions	Minimum marks	Percentage
	15 marks	30%
<p>Include a variety of other short questions (Examples: Multiple choice; Pairing off items; Choose the correct word, Select the answer from a list; Crossword puzzles etc.) Note: <i>NO true/false questions are allowed.</i></p> <p>Section A: Includes mostly one-mark questions. <i>(More marks may be allocated to a question to align with the level of difficulty and /or cognitive demand of the question.)</i></p>		
SECTION B: Long Questions	Minimum marks	Percentage
	35 marks	70%

Criteria for setting a Marking Guideline for tests in Grade 12

- The first page must contain: The name of the school; the date; name of the subject; grade; time allocation; name and number of the SBA task; mark total; name of the examiner and moderator;
- All marking guidelines must be neatly typed
- No spelling, language or translation errors are allowed.
- The numbering format must be correct and the numbering must align accurately with the question paper.
- Indicate the mark allocation for each fact with a tick☑
- Include all the alternative responses that are considered as correct answers on the Marking Guideline.

4.4.4 Examinations: Grade 12

All examinations should adhere to the specified layout indicated in the table below.

Grade 12 Trial and Final NSC Examination layout

Content		Grade 12
Total: 200 marks		Duration: 3 hours
Section A	Short Questions (All Topics)	40
Section B	Map Work and Tour Planning; Foreign Exchange	50
Section C	Tourism Attractions; Cultural and Heritage Tourism; Marketing	50
Section D	Tourism Sectors; Sustainable and Responsible Tourism	30
Section E	Domestic, Regional and International Tourism; Communication and Customer Care	30
TOTAL		200

4.4.5 Practical Assessment Task (PAT)

The Practical Assessment Task is a compulsory component of Tourism and contributes towards the final promotion mark.

- The PAT for Grade 12 is set externally every year.
- Provinces and schools may not adapt or retype any part of the task or use a task from a previous year.
- Foundational content and skills from Grades 10 and 11 may be included for assessment in the Grade 12 PAT.
- The Practical Assessment Task keeps abreast with and includes current trends and changes in the Tourism industry.
- A Grade 12 PAT Resource and Mediation Pack is provided.

The package for the grade 12 Tourism PAT includes (a) Clear guidelines for the implementation of the task, (b) The PAT task with clear assessment criteria, (c) An Assessment Instrument, (d) A Resource Pack and (d) A Mediation Pack for teachers (Instructional information to standardise the mediation and implementation of the task.)

- The PAT is administered under controlled, examination conditions.
 - The PAT is conducted in an **8-hour session**, that is broken down into **two four (4) hour sessions** spread over two (2) days. Each four (4) hour session may be broken down into two (2) hour sessions with a short break in between the two sessions. Both sessions should take place in the second term.
- All PAT assessment should be fully completed by the end of the **second term**.
- **Candidates not attending the PAT session:** With or without a valid reason will be dealt with in accordance to the National Protocol for Assessment (NPA) paragraphs 4B(f)(ii), 6(4)(a)(ii), 8(1), 8(4), 8(5), 8(6), 8(7), 9(2), 10(3), 14(1)(b), 14(1)(d), 14(1)(e) and the National Policy pertaining to the Programme and Promotion Requirements (NPPPR) paragraph 29(1).

The PAT package includes:

(A) The Mediation and Information pack for teachers

Purpose:

- Guides and sets the standard for how learner preparation for the task is to be done.
- Familiarises with the expected format, scope and criteria to ensure the learner is prepared effectively for the implement of the task.

(B) The PAT task and Resource Pack for learners

- The PAT Task is prepared per learner for each session on Day 1 and 2.
- Two sessions consisting of **two hours each** will be conducted on each day of Day 1 and 2.
- The Resource Pack includes resources to complete the tasks on Day 1 and 2 of the current academic year.

A PAT package includes:

- The assessment task with clear instructions and assessment criteria.
- Clear implementation guidelines for both the teacher and the learner;
- A Resource Pack for the learner (All the basic resources required to complete the PAT)
- An Assessment Tool to guide and standardise assessment;
- A Marking Guideline;
- Mediation resources to standardise the interpretation and implementation of the task.
- A Moderation Tool for all levels of moderation;
- An Attendance Register for learners and invigilators.

4.5 Moderation of assessment

4.5.1 School based Assessment Tasks (SBA)

- All Grades 12 SBA tasks are moderated internally.
- It is compulsory for the Subject Advisor to moderate a sample of the SBA tasks during school visits, to verify the standard of internal moderation as well as to quality assure the standard and accuracy of assessment.
- It is compulsory for SBA tasks to be moderated at all **Levels of Moderation**: School/ District/ Provincial.
- Grade 12 SBA tasks are also moderated externally at National level by DBE and Umalusi.

4.5.2 Practical assessment Tasks (PAT)

- A Moderation tool is included in the Mediation and Information Resource Pack. This tool is used to prepare the Moderation Report, but also serves to standardise the moderation process.
- It is compulsory for the Subject Advisor to moderate a sample of PAT tasks during school visits, to verify the standard of internal moderation.
- The quality of the PAT will be approved by the Subject Advisor/ Provincial Subject Head to standardise the quality of assessment.
- It is compulsory for PAT tasks to be moderated at all **Levels of Moderation**: School/ District/ Provincial.
- Grade 12 tasks are also moderated externally at National level by DBE and Umalusi.

