basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CIVIL TECHNOLOGY

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

GRADE 12

2019

These guidelines consist of 26 pages.

TABLE OF CONTENTS

SECTION 1

1. INTRODUCTION

The 17 Curriculum and Assessment Policy Statement subjects which contain a practical component all include a practical assessment task (PAT). These subjects are:

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

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

SECTION 2

2. GUIDELINES FOR THE TEACHER
(These guidelines must be explained clearly to the learners.)

2.1 The structure of the PAT for Civil Technology

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

2.2 Management of the PAT

The PAT should commence in term 1, as this is a lengthy and drawn out process and **CANNOT** be left to the last minute. The model should be done over THREE terms starting in term 1 and phase 1 should be done concurrently with the model in term 1. Phase 1 must be completed, marked and internally moderated by the end of term 1. Phase 2 must be completed, marked and internally moderated by **30 August 2019**.

(a) All the phases of the PAT should be completed and presented for assessment by the end of **August 2019** to allow sufficient time for the external moderation.
(b) During this phase, the teacher will do any final assessments that are outstanding. All the phases of the PAT are kept safely until the moderation process is completed (both provincial and national moderation).
(c) **The internal moderator/HOD must conduct moderation of the PAT throughout the year.**
(d) It is imperative that the criteria are adhered to from the beginning, as this will form the basis for assessment.
(e) Teachers cannot penalise learners on points that are not included in the initial criteria.
(f) When learners are selected during moderation (face moderation), they may be required to showcase their skills and knowledge.

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

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

2.3 Administration of the PAT

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

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

Teachers are requested to make copies of **SECTIONS 3 TO 5 (for the relevant area of specialisation)** of this document and hand it to the learners not later than the **first week in February 2019**.

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

2.4 Assessment and moderation of the PAT

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

2.5 Assessment

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

Both formal and informal assessment should be conducted during the different phases of the PAT. Informal assessment may be conducted by the learner himself/herself, by a peer group, or by the teacher. Formal assessment should always be conducted by the teacher and the results must be recorded.

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

2.6 Moderation

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

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

SECTION 3

3. GUIDELINES FOR THE LEARNER

3.1 Construction Tasks

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

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

TIME SCHEDULE FOR THE COMPLETION OF THE PAT:

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

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

Learner's name: _____

Time Allowed: 1st to 3rd term

3.1.1 Instructions to the learner

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

3.1.2 **Phase 1: Brickwork**
Term: 1
Duration of phase 1: 2 hours per learner
Mark allocation: 20 marks

Task: Dry packing of bricks for a cavity wall just above floor level with a 50 mm cavity, 5 courses high. The 1st course should be 7 bricks long. One end should show a dead-end and the other end raking back.

Instructions:
- Measure and mark out the outline of the wall on the floor using appropriate tools.
- Dry pack the bricks to create the cavity wall.
- Insert DPC in the wall to show how water will run out at the weep holes.
- Insert THREE wall ties where required.
- Learners must indicate the inner skin and the outer skin of the wall.
- Create weeping holes and explain the purpose of it.

MARKING GUIDELINE FOR PHASE 1: DRY PACKING OF BRICKS					
LEARNER'S NAME: _____					
NO.	**ASSESSMENT CRITERIA**	**GOOD/ EXCELLENT**	**AVERAGE**	**POOR/ NOT ATTEMPTED**	**LEARNER MARK**
		4–5	**2–3**	**0–1**	**LM**
1.1	Measure and mark the outline of the wall on the floor of the workshop using required tools correctly				
1.2	Dry packing of bricks for outer skin correctly done				
1.3	Weep holes are shown correctly in the outer skin				
1.4	Dry packing of bricks for inner skin correctly done				
1.5	Wall ties placed correctly				
1.6	DPC inserted correctly and neatly in the correct place				
1.7	Walls are plumb (test using builders square)				
1.8	Walls are straight and parallel to one another with 50 mm cavity				
				TOTAL MARK OUT OF 40:	
				CONVERTED MARK OUT OF 20:	

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

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

Task:

You are required to:

- Do research and investigate the process of making and design a rectangular concrete flower box that can be used for a medium-sized shrub
- Draw sketches to show how you arrived at the final design of the flower box. Show the final dimensions on your sketches.
- Compile a material/cutting list of the material you will need to make the concrete flower box
- Make a concrete flower box with the necessary formwork to the specifications listed below

Use the following specifications:

- Use screws to fix the different parts of the formwork together to facilitate easy dismantling of the formwork.
- Provide for the dismantling of the inner formwork from the inside so that it can be removed easily.
- Insert reinforcement mesh to fit in the middle of the bottom and sides of the formwork and use an appropriate method to ensure proper minimum concrete cover.
- Use form oil as releasing agent on the inside of the formwork.
- The learners have options to add additives to the concrete mixture for aesthetical purposes.
- Provide for the drainage of excess water at the bottom of the flower box.
- Provide for handles on TWO of the sides of the flower box or use another method so that the flower box can be carried.
- It is important that the flower box should have sufficient inside capacity to be used to plant a medium-sized shrub.
- Learners should be innovative and creative regarding the size and shape and also create patterns in the concrete on the outside of the flower box.

3.1.4 **Marking guidelines for flower box**

MARKING GUIDELINE FOR ASSESSMENT OF THE FLOWER BOX				
LEARNER SURNAME:_____ NAME: _____				
ASSESSMENT CRITERIA	**GOOD/ EXCELLENT**	**AVERAGE**	**POOR/ NOT ATTEMPTED**	**LEARNER MAR**
PLANNING	**8–10**	**4–7**	**0–3**	**LM**
Evidence of research, investigation and sketches showing dimensions of the design of the flower box				
Preparation of cutting list to indicate material needed				
TOTAL: 20				
MARKING AND CUTTING OUT OF FORMWORK MEMBERS	**8–10**	**4–7**	**0–3**	**LM**
Marking and cutting of formwork for sides and bottom of inner box				
Marking and cutting of formwork for sides and bottom of outer box				
TOTAL: 20				
ASSEMBLING OF FORMWORK	**4–5**	**2–3**	**0–1**	**LM**
Marking and drilling of holes for screws to assemble formwork				
Joining of members for inner formwork				
Joining of members for outer formwork				
Testing of squareness				
TOTAL: 20				
REINFORCEMENT	**4–5**	**2–3**	**0–1**	**LM**
Placing of reinforcement				
Correct use of spacers				
TOTAL: 10				
CONCRETE	**4–5**	**2–3**	**0–1**	**LM**
Correct mixing proportions and mixing procedures				
Placing, compacting and curing of concrete				
TOTAL: 10				

ASSESSMENT CRITERIA	GOOD/ EXCELLENT	AVERAGE	POOR/ NOT ATTEMPTED	LEARNER MARK
STRIKING OF FORMWORK	**4–5**	**2–3**	**0–1**	**LM**
Dismantling of formwork members without damage to concrete				
TOTAL: 5				
FINISHING OF PRODUCT	**4–5**	**2–3**	**0–1**	**LM**
Finishing of external surface of the concrete				
TOTAL: 5				
FINAL PRODUCT	**4–5**	**2–3**	**0–1**	**LM**
The flower box has drainage, handles, is without cracks and is of an appropriate size				
Neatness and appearance of the final product				
TOTAL: 10				
INNOVATION AND CREATIVITY	**4–5**	**2–3**	**0–1**	**LM**
The learner adapted the original design and added features to improve the appearance and functionality of the flowerbox				
TOTAL: 5				
GENERAL ASPECTS	**4–5**	**2–3**	**0–1**	**LM**
Safe and correct use of tools				
Good housekeeping				
Adherence to deadlines				
TOTAL: 15				
			GRAND TOTAL:	**120**
			CANDIDATE'S CONVERTED TOTAL OUT OF 80:	**80**

3.1.5 **Composite mark sheet for Construction PAT**

NO.	NAMES OF LEARNERS	PHASE 1			PHASE 2 (MODEL)										TOTAL					
		PHASE 1	MODERATED MARK	**TOTAL PHASE 1**	PLANNING	MARKING OUT AND CUTTING OF FORMWORK	ASSEMBLY OF FORMWORK	REINFORCEMENT	CONCRETE	STRIKING OF FORMWORK	FINISHING OF PRODUCT	FINAL PRODUCT	INNOVATION AND CREATIVITY	GENERAL ASPECTS	**TOTAL PHASE 2**	MODERATED MARK	**CONVERTED TOTAL P2**	MODERATED MARK	**GRAND TOTAL P1 + P 2**	MODERATED MARK
		20	**20**	**20**	**20**	**20**	**20**	**10**	**10**	**5**	**5**	**10**	**5**	**15**	**120**	**120**	**80**	**80**	**100**	**100**
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
	TOTAL					**TOTAL**														

_____ Signature of (Teacher)

_____ Date

_____ Signature of (Moderator)

_____ Date

SCHOOL STAMP

3.2 Civil Services Tasks

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

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

TIME SCHEDULE FOR THE COMPLETION OF THE PAT:

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

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

Learner's name: _____

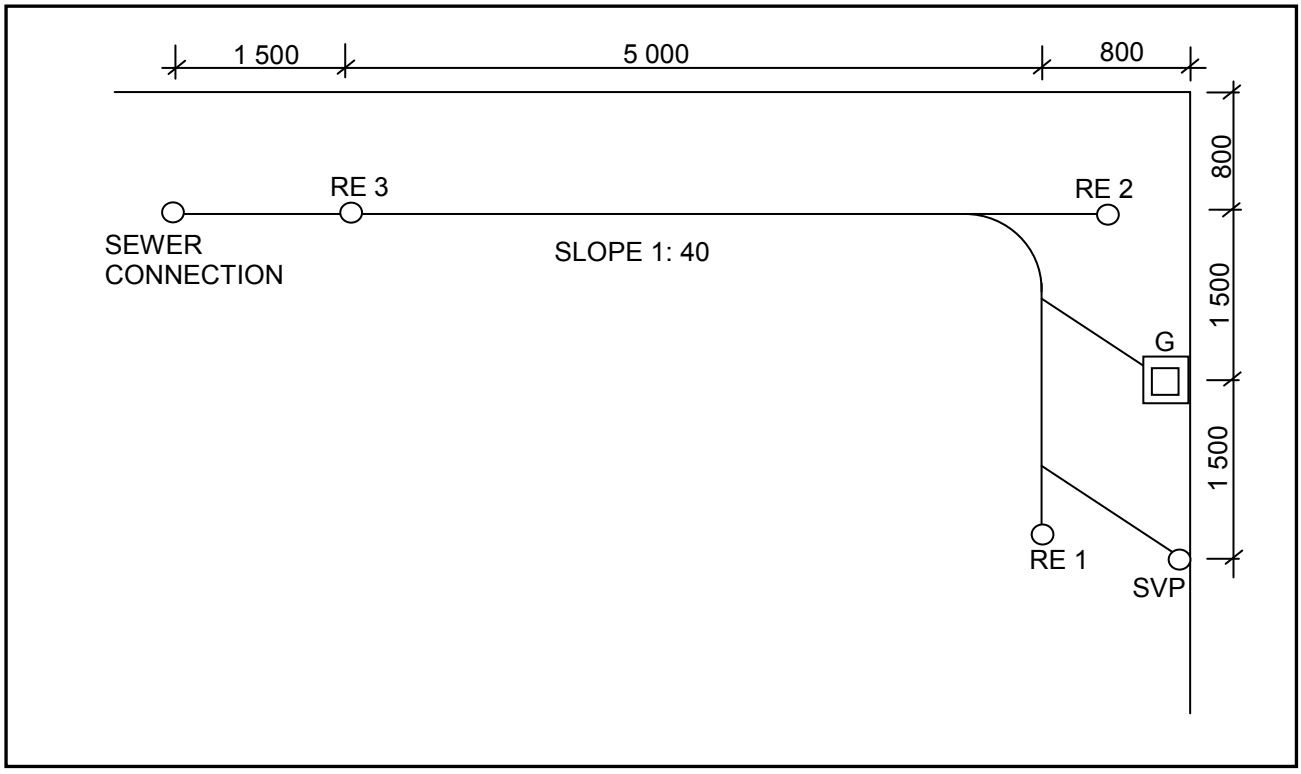
Time Allowed: 1st to 3rd term

3.2.1 Instructions to the learner

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

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

Task: Installation of An underground drainage system
The line diagram below shows the corner of a building and the layout of a drainage system.



NOTE:
- The teacher should cut the pipes to length and remove rubber seals from junctions so that they are easy to fit and to re-use the pipes and joints.
- If the school does not have a trench for the drainage system, use the corner of the workshop for this purpose.

Instructions:
- Calculate the vertical distance that the drain pipe will drop from rodding eye 1 to rodding eye 2 and the vertical distance that the drain pipe will drop from rodding eye 2 to the sewer connection. Show evidence of the calculations for assessment and moderation.
- Determine the centre lines and spacing of the different parts of the sewerage layout and use a chalk line and builder's square to mark the layout of the pipes and fittings on the floor and against the wall.
- Place the different pipe fittings and pipes in their correct places next to the centre lines as indicated in the diagram
- Join all pipes and pipe fittings according to the layout drawing.
- Gully head, gully trap, soil vent pipe and rodding eyes should be supported to stand in an upright position as for a real drainage system.

MARKING GUIDELINES FOR PHASE 1: INSTALLATION OF AN UNDERGROUND DRAINAGE SYSTEM					
LEARNER'S NAME: _____					
NO.	**ASSESSMENT CRITERIA**	**GOOD/ EXCELLENT**	**AVERAGE**	**POOR/ NOT ATTEMPTED**	**LEARNER MARK**
		4–5	**2–3**	**0–1**	**LM**
1.1	Determine the centre lines and spacing of the different parts of the sewerage layout and use a chalk line to mark it on the floor.				
1.2	Calculate the vertical drop of pipes from RE 1 to RE 2 and RE 2 to the sewer connection.				
1.3	Place the different pipe fittings and pipes in the correct places next to the centre lines, as indicated in the diagram.				
Join all pipes and pipe fittings according to the layout drawing. All openings and fittings must face upwards.					
1.4	Connection of rodding eyes				
1.5	Connection of the soil vent pipe				
1.6	Connection of universal gully head with grid				
1.7	Connection of gully trap				
1.8	Pipe assembly (with junctions and bends) correctly placed and aligned				
				TOTAL MARK OUT OF 40:	
				CONVERTED MARK OUT OF 20:	

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

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

Task:
You are required to:

- Do research, investigate the process of making and design a funnel with the spout at an angle (offset) at the bottom of the funnel.
- Draw freehand sketches to show how you arrived at the final design of the funnel. Show the final dimensions on your sketches.
- Draw the developments of the different parts of the funnel.
- Draw up a cutting list of the material you will need to make the funnel.
- Make a funnel to the specifications listed below.

Use the following specifications:

- The funnel should consist of two frustrums of right cones, one for the top part of funnel, one for part one of the spout and a cylinder for the offset spout.
- Developments with the seams of all the parts of the funnel should be drawn to scale 1 : 1 to be used to make templates.
- Templates should be made and used to mark the shapes on the sheet metal.
- The parts should be joined together by using soldering.
- All soldering joints should be cleaned.
- Apply a finishing agent to the final product.
- Use sheet metal to make the funnel.

NOTE: All drawings and templates should be available for moderation.

3.2.4 **Marking guidelines for the assessment of the funnel**

MARKING GUIDELINES FOR THE ASSESSMENT OF THE FUNNEL				
LEARNER'S SURNAME: _____ NAME: _____				
ASSESSMENT CRITERIA	**GOOD/ EXELLENT**	**AVERAGE**	**NOT ATTEMPTED/ POOR**	**LEARNER MARK**
PLANNING	**4–5**	**2–3**	**0–1**	**LM**
Evidence of research, investigation and sketches showing dimensions of the design of the flower box.				
Preparation of cutting list to indicate material needed.				
TOTAL: 10				
DRAWING OF DEVELOPMENTS	**8–10**	**4–7**	**0–3**	**LM**
Drawing of developments of top part of funnel				
Drawing of developments of part one of the spout				
Drawing of developments of part two (offset) of the spout				
TOTAL: 30				
MAKING OF TEMPLATE AND MARKING OUT OF SHEET METAL	**4–5**	**2–3**	**0–1**	**LM**
Making of templates for all parts of funnel				
Marking of shapes on sheet metal using templates				
TOTAL: 10				
CUTTING OUT OF SHAPES ON SHEET METAL	**4–5**	**2–3**	**0–1**	**LM**
Cutting out of top part of funnel (correct use of tin snip and accuracy)				
Cutting out of spout with offset (correct use of tin snip and accuracy)				
TOTAL: 10				
MANUFACTURING/BENDING/SHAPING	**4–5**	**2–3**	**0–1**	**LM**
Correct use of plate-bending machine/alternative method to bend lap joint and seams.				
Correct use of roller machine/alternative method to shape the conical parts of the funnel.				
TOTAL: 10				

ASSESSMENT CRITERIA	GOOD/ EXELLENT	AVERAGE	NOT ATTEMPTED/ POOR	LEARNER MARK
JOINING	**4–5**	**2–3**	**0–1**	**LM**
Lap joints/seam lap joints of top and spout of funnel				
Correct soldering technique				
Accuracy of alignment and placement of different parts of funnel when joining				
TOTAL: 15				
FINISHING	**4–5**	**2–3**	**0–1**	**LM**
Cleaning of joints, sanding and wiping off of final model				
TOTAL:5				
FINAL PRODUCT	**4–5**	**2–3**	**0–1**	**LM**
Neatness and appearance of final product				
Functionality of finished product(test for leaks)				
TOTAL: 10				
INNOVATION AND CREATIVITY	**4–5**	**2–3**	**0–1**	**LM**
The learner added features to improve the appearance and functionality of the funnel				
TOTAL: 5				
GENERAL ASPECTS	**4–5**	**2–3**	**0–1**	**LM**
Safe and correct use of tools				
Good housekeeping				
Adherence to deadlines				
TOTAL: 15				
			GRAND TOTAL:	**120**
			CANDIDATE'S CONVERTED TOTAL OUT OF 80:	**80**

3.2.5 **Composite mark sheet Civil Services**

No	NAMES OF LEARNERS	PHASE 1			PHASE 2 (MODEL)										TOTAL					
		PHASE 1	MODERATED MARK	TOTAL: 20	PLANNING	DRAWING OF DEVELOPMENTS	MAKING OF TEMPLATES	CUTTING OUT OF SHAPES	MANUFACTURING/ BENDING/SHAPING	JOINING	FINISHING	FINAL PRODUCT	INNOVATION AND CREATIVITY	GENERAL ASPECTS	TOTAL: 150	MODERATED MARK	CONVERTED TOTAL	MODERATED MARK	GRAND TOTAL: 100 (P1 + P2)	MODERATED MARK
		20	20	20	10	30	10	10	10	15	5	10	5	15	120	120	80	80	100	100
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
	TOTAL																**TOTAL**			

_____ _____
Signature of (Teacher) Date

SCHOOL STAMP

_____ _____
Signature of (Moderator) Date

3.3 Woodworking Tasks

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

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

TIME SCHEDULE FOR THE COMPLETION OF THE PAT:

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

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

Learner's name: _____

Time Allowed: 1st to 3rd term

3.3.1 Instructions to the learner

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

3.3.2 **Phase 1: The ridge of a king post roof truss showing one tile batten on each rafter**
Term: 1
Duration of phase 1: 6 hours
Mark allocation: 20 marks

Task: Make the ridge of a king post roof truss showing one tile batten on each rafter

Instructions:
- Draw, to a scale of 1 : 1, a part of the constructional details around the ridge of a king post roof truss showing one tile batten on each rafter.
- Measure and cut the parts into the correct length and shapes according to your drawing.
- Assemble the different parts.
- Label all the parts.

Use the following specifications:
- Pitch (angle/slope/gradient) of the roof is 30°.
- The rafters and king post should be about 300 mm long
- 114 x 38 mm timber is used for the members of the truss.
- Members are gang-nailed.
- 38 mm x 38 mm timber is used for the tile batten
- Use a suitable method to fix the battens to the trusses.

MARKING GUIDELINE FOR PHASE 1: CONSTRUCTION OF THE RIDGE					
LEARNER'S NAME: _____					
NO.	**ASSESSMENT CRITERIA**	**GOOD/ EXCELLENT**	**AVERAGE**	**POOR/ NOT ATTEMPTED**	**LEARNER MARK**
		8–10	**4–7**	**0–3**	**LM**
1.1	Drawing of the detail around the ridge				
1.2	Marking and cutting truss members into length and shape				
1.3	Assemble members with gang nails to form ridge				
1.4	Cutting and fixing of battens				
1.5	Labelling				
				TOTAL MARK OUT OF 50:	
				CONVERTED MARK OUT OF 20:	

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

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

Task:

You are required to:

- Do research, investigate the process of designing and making a table that can be used for a specific purpose in your home.
- Draw sketches to show detail of the table you are going to make.
- Show the final dimensions on your sketches.
- Compile a material/cutting list of the material needed for the making of the table.

Use the following specifications:

- The table should have at least one drawer.
- The frame should be joined with suitable mortise and tenon joints.
- Dovetail joints can also be used as part of the frame in order to make provision for a drawer.
- Rebate joints can be used to join the front and sides of the drawer or any other suitable construction of the drawer will be acceptable.
- Any soft wood or hard wood can be used for the model.
- Learners may use their innovation and creativity to shape the legs, rails and table top of the model or any other improvement on the table.

3.3.4 **Marking guidelines for coffee table**

MARKING GUIDELINE FOR THE ASSESSMENT OF TABLE				
LEARNER'S SURNAME: _____ NAME: _____				
ASSESSMENT CRITERIA:	**GOOD/ EXELLENT**	**AVERAGE**	**NOT ATTEMPTED/ POOR**	**LEARNER MARK**
PLANNING	**8–10**	**4–7**	**0–3**	**LM**
Evidence of research, investigation and sketches of the table				
Preparation of cutting list to indicate material needed.				
TOTAL: 20				
TABLE FRAME	**4–5**	**2–3**	**0–1**	**LM**
Marking and cutting of legs and all rails				
Marking and making of tenons				
Marking and making of mortises				
Marking and making opening for drawer				
Clamp and glue frame of table (check squareness)				
TOTAL: 25				
DRAWER	**4–5**	**2–3**	**0–1**	**LM**
Marking and cutting drawer material				
Making of rebate and butt joints for drawer				
Assembling the drawer (check squareness)				
Cutting and fitting of runners and guides				
Fitting of drawer				
TOTAL: 25				
TABLE TOP	**4–5**	**2–3**	**0–1**	**LM**
Marking and cutting of material for the top				
Gluing of table top				
Joining top to table frame (Check for square)				
TOTAL: 15				
FINISHING OF MODEL	**4–5**	**2–3**	**0–1**	**LM**
Sanding of table and drawer				
Application of finishing agents				
TOTAL: 10				
FINAL PRODUCT				
Fit for purpose, neatness and appearance of final product				
TOTAL: 5				
INNOVATION AND CREATIVITY	**4–5**	**2–3**	**0–1**	**LM**
Showed creativity to shape the legs, rails and top of the model.				
TOTAL: 5				
GENERAL ASPECTS	**4–5**	**2–3**	**0–1**	**LM**
Safe and correct use of tools				
Good housekeeping				
Adherence to deadlines				
TOTAL: 15				
GRAND TOTAL:				120
CANDIDATE'S CONVERTED TOTAL OUT OF 80:				80

3.3.5 **Composite mark sheet for woodworking**

NO.	NAMES OF LEARNERS	PHASE 1			PHASE 2 MODEL								TOTAL					
		PHASE 1 (RIDGE)	MODERATED MARK	**TOTAL**	PLANNING	TABLE FRAME	DRAWER	TABLE TOP	FINISHING	FINAL PRODUCT	INNOVATION & CREATIVITY	GENERAL ASPECTS	GRAND TOTAL	MODERATED MARK	CONVERTED MARK	MODERATED MARK	**FINAL TOTAL: 100 (P1 + P2)**	MODERATED MARK
		20	**20**	**20**	**20**	**25**	**25**	**15**	**10**	**5**	**5**	**15**	**120**	**120**	**80**	**80**	**100**	**100**
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
	TOTAL																	

Signature of (Teacher)_____ Date _____ Signature of (Moderator)_____Date _____

Signature of (Principal)_____ Date _____

School stamp

SECTION 4

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

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

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

4.2 Requirements for presentation

The following should be presented by the candidate for assessment and moderation:
- A complete design portfolio
- All scale drawings
- A completed model
- The candidate's name and class must be clearly indicated on all components of the PAT
- Declaration of authenticity

The following document should be presented by the teacher for moderation:
- A composite mark sheet (one composite mark sheet comprising all candidates' names and marks for all aspects that were assessed)

4.3 Recommended time frames for the completion of the PAT

Term 1:
- Phase 1
- Phase 2 (part 1)

Term 2:
- Phase 2 (part 2)

Term 3:
- Phase 2 (part 3)

The product/model to be manufactured in the workshop under teacher supervision.
- Declaration of authenticity

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

4.4 **Declaration of authenticity**

NAME OF THE SCHOOL: .....

NAME OF LEARNER:.....

NAME OF TEACHER: .....

SCHOOL STAMP

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

_____ _____

SIGNATURE OF LEARNER **DATE (SUBMITTED)**

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

_____ _____

SIGNATURE OF TEACHER **DATE**

SECTION 5

5. CONCLUSION

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