

National Curriculum Statement (NCS)

*Curriculum and Assessment
Policy Statement*



*Further Education and Training Phase
Grades 10-12*



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SECTION 4

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 learner's development to improve the process of learning and teaching. Assessment involves activities that are undertaken throughout the year.

In Grades 10–12 assessment comprises of two different but related activities: namely *informal assessment* (assessment for learning= **Formative assessment**) and *formal assessment* (assessment of learning= **Summative assessment**).

*“When the cook tastes the soup, that’s formative assessment.
When the customer tastes the soup, that’s summative assessment.” - Paul Black*

<p style="text-align: center;">FORMATIVE ASSESSMENT</p> <p style="text-align: center;">Assessment for Learning <i>(Also known as Informal Assessment or Daily Assessment)</i></p>	<p style="text-align: center;">SUMMATIVE ASSESSMENT</p> <p style="text-align: center;">Assessment of Learning <i>(Also known as Formal Assessment)</i></p>
<p>Formative assessment refers to a wide variety of methods that a teacher can use to evaluate a learner’s comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments helps a teacher to identify concepts that a learner is struggling to understand, skills they are not yet able to master, or learning standards they have not yet achieved, so that adjustments can be made to lessons, instructional techniques, and academic support.</p> <p>In summary, informal assessment is used to inform in-process teaching and learning modifications.</p> <p>When formative assessment helps a teacher to identify learning needs and problems, in many cases the assessment also helps the learner to develop a stronger understanding of their own academic strengths and weaknesses.</p> <p>Types of Formative Assessment do not have to be tests only. They can be a range of methods that make learners’ skills and understanding of content visible.</p>	<p>Summative assessment is designed to assess what level of knowledge and skills learners have achieved by the end of a unit of work, a school term, a school year, or phase of schooling.</p> <p>This is generally an exam/test but does not have to be. It can be a range of methods that assess both the product and process.</p>

For example, a formative-assessment technique could be as simple as a teacher asking students to raise their hands if they feel they have understood a newly introduced concept, or it could be as sophisticated as having students complete a self-assessment of their own writing (typically using a rubric outlining the criteria) that the teacher then reviews and comments on.

The main differences between formative and summative assessment are:

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<ol style="list-style-type: none"> 1. Conducted in class DURING the learning process 2. Determines the learners' level of UNDERSTANDING at a particular stage in the learning process/lesson. 3. Provides immediate feedback (to the teacher as well as the learner) 4. Informal assessment is not necessarily marked or recorded. 5. Not regarded as high-stakes. 	<ol style="list-style-type: none"> 1. Conducted at the END of a unit, term, year. 2. Determines ACHIEVEMENT LEVELS/ PERFORMANCE (not necessarily an indication of learning/understanding) 3. Provides information to learners, parents, teachers, school and education system; Results are announced after some time, usually without individual feedback to learner. 4. Formal assessment is marked and recorded. 5. Marks awarded and recorded 6. High-stakes - used for progression, promotion, certification, assignment to classes, selection, e.g. to school/university programmes
<p><i>Written and developed by Dr Marion Joseph and Ellouise Richter</i></p>	

4.2 Informal 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 the daily monitoring of learners' progress and can be done through questions and answers; short written activities completed during the lesson e.g. class tests, homework exercises, case studies, work sheets etc. [Open book tests may be used to strengthen the learner's ability to answer higher order questions.](#)

An open-book test requires the learner to find information and tests higher order thinking skills. Open-book tests should not include only short questions and also requires different setting techniques than an ordinary test.

Informal assessment should not be separated from the learning activities taking place in the classroom every day. Learners or teachers can mark these assessment tasks. Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in the daily assessment tasks to provide verbal or written feedback to learners, the school management team and/or parents. This is particularly important if barriers to learning or poor levels of participation are encountered. The results of informal assessment tasks are not ***taken into account for promotion and certification purposes.***

4.3 Formal assessment

4.3.1 Formal assessment requirements

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 for certification purposes. All formal assessment tasks are subject to **different levels of** 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 particular subject. Examples of formal assessments include projects, presentations, demonstrations, **performance based tasks**, tests, examinations, practical tasks, **skills tests etc.** Formal assessment tasks, form part of a year-long formal **Programme of Assessment** in each grade and subject.

The formal assessment requirements for Consumer Studies are as follows:

- **Three formal theoretical assessment tasks** must be completed during the school year in Grades 10-12. These **three formal written assessment tasks** and **two practical lesson tasks** make-up the **25%** of the total **School based Assessment (SBA) mark** for Consumer Studies in Grades 10 - 12.

- The end-of-year assessment includes two parts: **A practical assessment task (PAT)** and a written theory paper. Together these two parts make up the remaining 75% in all grades.
- In **Grades 10 and 11** all assessment is internal.
- **In Grade 12:**
 - The formal assessment (25%) for SBA, is set and marked internally, but is moderated externally.
 - The PAT for Grade 12 is set externally. The tests for the PAT 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 Skills tests are developed and set by the teacher.
 - The end-of-the year NSC Paper (50%) is externally set, marked and moderated.
 - This process is verified externally by DBE/UMALUSI.

Table 1a Formal Assessment Grades 10 and 11			
Term 1	Term 2	Term 3	Term 4 Promotion mark
Task 1 Test 100% PAT: Practical skills test <i>(Techniques and skills applied in Term 1) 30 marks (10 % of Term 4 PAT mark)</i>	Task 2 Mid-year examination 75% Task 3 Four (4) Practical Lessons 25%	Task 4 Test 75% Task 5 Four (4) Practical Lessons 25%	$Term1+2+3=300 \div 3=100$ PAT =100 Skills test 10% Practical exam 90% Nov Examination paper =200
100	100	100	$400 \div 4=100$

Table 1b Formal Assessment Grade 12			
Term 1	Term 2	Term 3	Term 4 Promotion mark
Task 1 Test 75% Task 2 Three(3) Practical Lessons 25%	Task 3 Mid-year examination 75% Task 4 Three (3) Practical Lessons 25%	Task 5 Trial Examination 100%	$\text{Term1+2+3}=300\div 3=100$ PAT =100 NSC Examination paper =200
100	100	100	$400\div 4=100$

* In Grade 12 only one internal examination is compulsory.

Schools may therefore write both exams; **or** replace one of the exams with a test (grade 10 and 11) at the end of the term 3. **This test will have the same weighting as the exam, and must cover a substantial amount of work.**

4.3.2 Types of formal assessment for Consumer Studies

Tests

- 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 60 to 80 minutes.
- **It is compulsory to include scenario / case study-based questions that require:**
 - Longer reflective responses in a paragraph format.
 - Higher order thinking skills that require substantiating evidence/motivations /arguments.
- Each test must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.

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%

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

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

TASK 1: MARCH TEST			Grade 12
	Content	Marks (minimum)	Teaching time
Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	20	
Question 2	Clothing	20	4 weeks
Question 3	Entrepreneurship	30	6 weeks
Question 4	Entrepreneurship	30	
TOTAL		100	
TIME		1.5 hours	

TASK 1: MARCH TEST	Grade 11
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	Content	Marks (minimum)	<i>Teaching time</i>
Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	20	
Question 2	The Consumer	25	3 weeks
Question 3	Design Elements and Principles Fibres and Fabrics	30	4 weeks 3 weeks
TOTAL		75	
TIME		1 hour	

TASK 1: MARCH TEST			Grade 10
	Content	Marks (minimum)	<i>Teaching time</i>
Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	15	
Question 2	The Consumer	30	5 weeks
Question 3	Food and Nutrition	30	5 weeks
TOTAL		75	
TIME		1 hour	

TASK 4: SEPTEMBER TEST			Grade 11
<i>Amended Teaching Plan for Term 3</i>			
	Content	Marks (minimum)	<i>Teaching time</i>
Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	20	
Question 2	The Consumer	30	5 weeks
Question 3	Housing and Interior	25	5 weeks
TOTAL		75	
TIME		1 hour	

TASK 4: SEPTEMBER TEST		Grade 10	
<i>Amended Teaching Plan for Term 3</i>			
	Content	Marks (minimum)	<i>Teaching time</i>
Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	15	
Question 2	Clothing Fibres and Fabrics	30	<i>3 weeks 2 weeks</i>
Question 3	Entrepreneurship	30	<i>5 weeks</i>
TOTAL		75	
TIME		<i>1 hour</i>	

Examinations

- For Grade 12, the three –hour end of year NSC examination in Consumer Studies (200 marks) comprises 50% of a learner’s total mark.
- Only Grade 12 content will be assessed, but prior knowledge from Grades 10 and 11 may be necessary to interpret and answer some of the questions.
- 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 June, Trial and November examination papers in all grades are indicated in the tables that follow.

TASK 2: JUNE EXAMINATION		Grade 10	
	Content	Marks (minimum)	<i>Teaching time</i>
Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	20	
Question 2	The Consumer <i>Term 1 Topics (10)</i> <i>Term 2 Topics (30)</i>	40	<i>4 weeks</i>
Question 3	Food and Nutrition <i>Term 1 Topics (10)</i> <i>Term 2 Topics (30)</i>	40	<i>3 weeks</i>
TOTAL		100	
TIME		<i>1.5 hours</i>	

TASK 2: JUNE EXAMINATION		Grade 11	
	Content	Marks (minimum)	<i>Teaching time</i>
Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	30	
Question 2	The Consumer <i>Term 1 Topics</i>	20	
Question 3	Food and Nutrition <i>Term 2 Topics</i>	40	<i>7 weeks</i>
Question 4	Food and Nutrition <i>Term 2 Topics</i>	40	
Question 5	Design Elements and Principles Fibres and Fabrics <i>Term 1 Topics</i>	20	
TOTAL		150	
TIME		<i>2 hours</i>	

TASK 3: JUNE EXAMINATION		Grade 12	
	Content	Marks (minimum)	<i>Teaching time</i>
Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	40	<i>7 weeks</i>
Question 2	Food and Nutrition <i>Term 2 Topics</i>	50	
Question 3	Food and Nutrition <i>Term 2 Topics</i>	50	
Question 4	Clothing <i>Term 1 Topics</i>	20	
Question 5	Entrepreneurship <i>Term 1 Topics</i>	40	
TOTAL		200	
TIME		<i>3 hours</i>	

Grade 12: Trial Examination and Nov NSC Examination /Grades 10 and 11: November examination		Marks		
	Content	Grade 12	Grade 11	Grade 10
Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	40	40	40
Question 2	The Consumer	40	40	40
Question 3	Food and Nutrition	40	40	40
Question 4	Clothing	20	-	20
	Fibres and fabrics	-	20	
	Design elements and principles	-	-	
Question 5	Housing	20	20	20
Question 6	Entrepreneurship	40	40	40
TOTAL		200	200	200

TIME	<i>3 hours</i>	<i>3 hours</i>	<i>3 hours</i>
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Guidelines for setting of Tests/Question papers and Marking Guidelines in Grades 10-12

- Adhere to the criteria for the weighting of content, allocation of marks and time as indicated in the table per task.
- The cover page to include the name of the school, the date, name of the subject, time allocation, mark total, name of examiner and moderator.
- All question/test papers must be neatly typed, using the grid for setting and layout of question papers.
- Numbering per question and sub-question must be accurate and reflect the correct format used.
- All graphics/illustrations/sketches must be *print clear*.
- No spelling, language or translation errors are allowed.

Questions 2 – 6 (Long Questions)

It is compulsory to include:

- Questions that require a longer response for the answer.
- Question that requires a response in paragraph format (minimum 5 marks)
- Source based questions such as: Case studies; scenarios; extracts; pictures/flow charts /tables/graphs/cartoons/advertisements for interpretation.
- An action verb to open the question. This gives a clear instruction for the question and expected response.

MARKING GUIDELINE

- Must contain name of the school, date, subject, marks, name of the examiner and moderator on the first page.
- All marking guidelines must be neatly typed.
- No spelling, language or translation errors are allowed.
- Numbering must correlate accurately with the question paper.
- The mark allocation for each fact must be indicated by a tick (✓)
- Reflect all alternative responses that are considered and marked as correct answers.

4.4 Practical work

4.4.1 Practical lessons

- **Grades 10 and 11:** Each learner must do a minimum of **eight (8) practical lessons** during the year, **four** in each of the **second** and **third** terms.
- **Grade 12:** learners must each do a minimum of **six (6) practical lessons** during the year, **three** in each of the first two terms.
- Examples of suggested products for the practical lessons are reflected in the Teaching plans for each practical option.

4.4.2 Practical Assessment Task (PAT)

- **Grade 12:** The Practical Assessment task is set externally for each of the Practical options that can be selected by a school. 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.
- **Instructions/Guidelines** for the Grade 12 Practical Assessment Task 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.
- **The practical tests** (*Grades 10-12*) 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. 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 2 or 3) should be discussed and negotiated well in advance with the Subject Advisor and/or Provincial Subject Head to attend the exam.
- **Grades 10-11:** The Practical Assessment tasks are set internally by the teacher and consists of one Practical examination in the practical option selected by the

school. It is important that the PAT tasks in Grades 10 and 11 align to the format used for Grade 12, as well as implement and adhere to the guidelines provided by the Department of Basic Education.

- In **Grade 10-11** the practical examinations for the PAT assessment takes place in terms 3 or 4. These are examinations should be planned well in advance to prevent clashes with other school activities.
- **Grades 10-11 Skills Test:** A *compulsory* skills test is written in **Term 1 for Grade 10 and Grade 11. These marks** contribute 10% of the total PAT mark in Term 4.
- It is recommended that Practical examinations may be taken up in the school's timetable for examinations/tests.
- The school has the responsibility to provide resources for the Practical Assessment Task (PAT). Refer to the table that follows for the time allocation in each *practical option*.

Duration for the Practical examination in each practical option in Grades 10-12

FOOD PRODUCTION	
Grade 12	3 hours
Grade 11	2 hours
Grade 10	1hour 30 min

CLOTHING PRODUCTION	
Grade 12	1 hour: Lay out and cutting 3 hours: <i>(Completing the article)</i>
Grade 11	1 hour: Lay out and cutting 2 hours 30 min: <i>(Completing the article)</i>
Grade 10	1 hour: Lay out and cutting 2 hours 30 min: <i>Completing the article)</i>

KNITTING AND CROCHETING PRODUCTION	
Grade 12	6-8 hours <i>(To be conducted in two sessions with a break in-between)</i>
Grade 11	4-6 hours <i>(To be conducted in two sessions with a break in-between)</i>
Grade 10	4 hours <i>(To be conducted in two sessions with a break in-between)</i>

SOFT FURNISHING PRODUCTION	
Grade 12	1 hour: Layout and cutting 3 hours: <i>(Completing the article)</i>
Grade 11	1 hour: Layout and cutting 2 hours 30 min: <i>(Completing the article)</i>
Grade 10	1 Hour layout and cutting 2 hours 30 min : <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>
Grade 11	1 hour: Lay out and cutting 3 Hours <i>(To be conducted in two sessions with a break in-between)</i>
Grade 10	1 hour: Lay out and cutting 3 hours <i>(To be conducted in two sessions with a break in-between)</i>

4.5 Recording and reporting

Recording is a process whereby the teacher documents the level of a learner's performance in a specific assessment task. It is important that the mark reflected on the learner's task must correlate accurately with the mark recorded for the task by the Teacher and the Province.

Reporting is the 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 and class or school newsletters. Teachers in all grades issue formal report cards quarterly. These reports report in percentages against the subject. The following rating scale applies for the quarterly reports:

Codes and percentages for recording and reporting

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

Teachers must:

- Record the actual mark for the task by using a recording sheet for the specific grade.
- Report in percentages against the subject on learners' report cards

4.6 Moderation of assessment

4.6.1 Formal assessment (SBA)

- Grades 10 to 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)

- **Grades 10 and 11:** Teachers assess the Practical Assessment Tasks in grades 10 and 11. The dates for the Practical Examination sessions must be communicated with the Subject Advisor well in advance. This will enable the Subject Advisor to moderate the Practical Assessment Task (PAT) during Term 3 or 4 at sampled schools.
- **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 or 4 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 10 to 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.