



## **basic education**

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY  
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INDEPENDENT EXAMINATION BOARD (IEB)  
NATIONAL ALLIANCE OF INDEPENDENT SCHOOLS' ASSOCIATIONS  
SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE (SACAI)  
INDEPENDENT SCHOOLS ASSOCIATION OF SOUTHERN AFRICA  
SCHOOL GOVERNING BODIES (SGB) ASSOCIATIONS  
NATIONAL TEACHER ORGANISATIONS**

### **CIRCULAR S7 OF 2020**

#### **REVISED PROMOTION REQUIREMENTS FOR GRADE 10 AND 11 FOR THE 2020 ACADEMIC YEAR**

1. Paragraphs 29 of the policy document, National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades, R-12 makes provision for the promotion requirements for Grades 10-12.
2. COVID-19 lockdown and the extended closure of schools has had a significant impact on schooling, learning and assessment. Therefore, promotion requirements for the year 2020 will not be effected as stipulated in the national policy.
3. The additional loss of teaching time due to rotational attendance, COVID-19 infections, and the additional four-week closure has resulted in a variable completion of the Annual Teaching Plans.

4. In line with the revised annual teaching plans and programmes of assessment, and the time spent on teaching and learning, the promotion requirements have been revised for the year 2020. The proposed promotion requirements are interim in nature and will only apply in the year 2020.
5. The 2020 promotional requirements for Grades 10 – 11 are as follows:
  - a) The current 25% weighting of School Based Assessment (SBA) is increased to 60% and the examination component which is currently 75% is decreased to 40% resulting in a 60:40 weighting as opposed to the current 25:75 weighting.
  - b) In the case of subjects with a practical component, allocate **20% of the examination component to the PAT.**
  - c) In the case of Languages, 12,5 % of the examination component (First Additional Language and Home Language) and 25% (Second Additional Language) should be allocated to Orals.
  - d) The full-scale examinations in Grade 10 and 11 be replaced by a **Controlled Test.**
  - e) **Controlled tests** should only be **set on content taught**, content not taught cannot be assessed.
  - f) The controlled test to cover a substantial portion of the curriculum taught (preferably work covered in all terms, wherever possible).
  - g) The Controlled Test must adhere to a prescribed standard in terms of content coverage and must be administered under controlled conditions.
  - h) The cognitive spread of the Controlled Test must adhere to the determinations of each subject as outlined in the Abridged Curriculum and Assessment Policy Statement, Section 4.
  - i) All controlled tests must adhere to the protocols for pre and post moderation to ensure compliance with standards.
  - j) Fundamental subjects (Languages and Mathematics/Mathematical Literacy) will offer the required number of papers with a reduced duration.
  - k) All elective subjects to reduce the number of papers to **one (1) Controlled Test per subject.**
  - l) The duration of the **Grade 11 Controlled Tests** will be **two hours**, containing **components of both papers**, where applicable, while the duration of the **Grade 10**

**Controlled Tests will be one hour**, containing components of both papers, where applicable.

- m) **No common examinations/tests** to be administered in Grades 10 and 11.
  - n) **National Subject committees will** outline the composition of the 60% SBA and the 40% Controlled Test, in terms of components, marks etc.
6. You are kindly requested to bring the content of this Circular to the attention of all provincial and district officials, principals and teachers of both public and independent schools, and relevant stakeholders.



**MR HM MWELI**  
**DIRECTOR-GENERAL**  
**DATE: 12/09/2020**



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

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# 2020

## Guidelines on the Revised Promotion Requirements, Grade 10 – 11

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# 1 INTRODUCTION

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The COVID-19 lockdown has created a unique situation which has disrupted the school calendar, thus, impacting on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. To mitigate the negative impact of the COVID-19 lockdown on teaching and learning, the Department of Basic Education (DBE) working in collaboration with Provincial Education Departments (PEDs), has put together a framework for curriculum recovery. The framework, which was consulted on with key stakeholders in the sector, proposed curriculum re-organisation and trimming as one of the strategies to create opportunities for curriculum recovery.

The proposed school recovery plan entails in the main recovery of the lost time, re-organisation and trimming of the Annual Teaching Plans (ATPs), restructuring of assessment tasks and the creation of the required enabling conditions to ensure a safe and secure return of learners to school. Despite these initiatives, the combined effect of the phased in approach and rotational timetabling has significantly impacted on teaching and learning time.

In addition, the extended closure of schools has prompted the Department of Basic Education to revise the promotion requirements in the General Education and Training (GET) and the Further Education and Training (FET) for the year 2020. Accordingly, in the FET phase the stipulations regarding Grade 10 and 11 made in paragraphs 29 of the policy document, National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades, R-12, were revised for the year 2020 to ensure that no learner is unfairly disadvantaged. It is important to note that the dispensation provided for in this document (Guidelines on the Revised Promotion Requirements, Grade 10 – 11) **is an interim measure and will only apply in 2020.**

This document is to be read in conjunction with **Circular S7 of 2020**. The circular makes provision for the following amended promotional requirements:

- a) The current 25% weighting of School Based Assessment (SBA) is increased to 60% and the examination component which is currently 75% is decreased to 40% resulting in a 60:40 weighting as opposed to the current 25:75 weighting.
- b) In the case of subjects with a practical component, allocate **20% of the examination component to the PAT.**

- c) In the case of Languages, 12,5 % of the examination component (First Additional Language and Home Language) and 25% (Second Additional Language) should be allocated to Orals.
- d) The full-scale examinations in Grade 10 and 11 be replaced by a **Controlled Test**.
- e) **Controlled tests** should only be **set on content taught**, content not taught cannot be assessed.
- f) The controlled test to cover a substantial portion of the curriculum taught (preferably work covered in all terms, wherever possible).
- g) The Controlled Test must adhere to a prescribed standard in terms of content coverage and must be administered under controlled conditions.
- h) The cognitive spread of the Controlled Test must adhere to the determinations of each subject as outlined in the Abridged Curriculum and Assessment Policy Statement, Section 4.
- i) All controlled tests must adhere to the protocols for pre and post moderation to ensure compliance with standards.
- j) Fundamental subjects (Languages and Mathematics/Mathematical Literacy) will offer the required number of papers with a reduced duration.
- k) All elective subjects to reduce the number of papers to **one (1) Controlled Test per subject**.
- l) The duration of the **Grade 11 Controlled Tests** will be **two hours**, containing **components of both papers**, where applicable, while the duration of the **Grade 10 Controlled Tests will be one hour**, containing components of both papers, where applicable.
- m) **No common examinations** / tests in grade 10 and 11.
- n) **National Subject committees will** outline the composition of the 60% and the 40% in terms of components, marks etc.

## 2 PURPOSE

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To support the implementation of Circular S7 of 2020, the purpose of the 'Guidelines on the Revised Promotion Requirements, Grade 10 – 11' is to provide guidance on the:

- key amendments regarding the revised weighting of the School Based Assessment (SBA), Practical Assessment Tasks (where applicable) and the final Controlled tests;
- composition, structure and the duration of the final examination, which has been reduced to Controlled Tests;
- reduction in the number of examination papers in elective subjects; and
- reduced duration of examination papers in the fundamental subjects.

### 3 GUIDELINES ON THE REVISED PROMOTION REQUIREMENTS PER SUBJECT

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#### 1. ACCOUNTING

##### GRADE 10

- The two examination papers are replaced with One Controlled test which includes topics from both papers
- The test will be written out of 75 marks with a duration of 1 hour
- The test must be written under controlled conditions.
- Due to the nature of the topics covered and still to be covered as per the Revised ATP, it might not be possible to achieve the cognitive targets. It is therefore imperative that teachers should adhere to the norms for the degrees of difficulty:

	Low	Moderate	High	TOTAL
Difficulty	30%	40%	30%	100%
Marks	23	30	22	75

- Pre and post moderation protocols must be adhered to in order to ensure that standard are complied with.
- Recommended structure of the Controlled test:

Section	Question	Topics	Marks
A	1 and/or 2	<b>Sole traders</b> Choose any ONE topic <b>OR</b> a combination of: ○ Statement of Comprehensive Income* <b>and/or</b> ○ Statement of Financial Position* <b>and/or</b> ○ Notes to Financial Statements* <b>and/or</b> ○ Analysis and interpretation of financial information  <i><b>NOTE:</b> Year-end adjustments should be included in one and/or both statements and/or the notes</i>	50
B	3	○ Reconciliation of Debtors and/or Creditors (the control account with the list) <b>and/or</b> ○ Accounting equation (Analysis of transactions)	25
			75

## Programme of Assessment

The Revised Programme of Assessment for Grade 10

	Term 1		Term 2		Term 3		Term 4		
Assessment	Written report	Test	Assignment	Midyear examination	Case Study	Test	Year-mark	Controlled Test	Total
Marks *	50	100	100	Cancelled	100	Cancelled		75	
Convert to mark out of:	10 (50 ÷ 5)	20 (100 ÷ 5)	20 (50 ÷ 2,5)	-1	10 (50 ÷ 5)	-1	60	40 (75 ÷ 1,875)	100
Term weighting	25	75	25	N/A	25	N/A			

### CONTROLLED TEST GUIDELINES NOVEMBER 2020

#### GRADE 11

- The two examination papers are replaced with One Controlled test which includes topics from both papers
- The test will be written out of 150 marks with a duration of 2 hours
- The test must be written under controlled conditions

The following Cognitive levels and degrees of difficulty must be complied with:

	Low	Moderate	High	TOTAL
Cognitive & Difficulty	30%	40%	30%	100%
Marks	45	60	45	150

- Pre and post moderation protocols must be adhered to in order to ensure that standard are complied with.

**Recommended structure of the Controlled test:**

Question	Topics	Marks
1	Partnerships: Statement of Comprehensive Income <b>and/or</b> Statement of Financial Position <b>and/or</b> Notes to Financial Statements	50
2	Analysis and interpretation of Financial information ( <i>may be combined with Question 1 topics</i> )	40
3	<b>Choose any ONE topic:</b> <ul style="list-style-type: none"> <li>○ Reconciliations (Bank and/or Creditors)</li> <li>○ Cash budgets (<i>excluding</i> the Projected Income Statement)</li> </ul>	30
4	<b>Choose any ONE topic:</b> <ul style="list-style-type: none"> <li>○ Fixed Assets (focus should be on internal control and management)</li> <li>○ Cost Accounting</li> <li>○ Inventory</li> </ul>	30
		<b>150</b>

**The Revised Programme of Assessment for Grade 11**

	Term 1		Term 2		Term 3		Term 4		
Assessment	Presentation	Test	Assignment	Midyear examination	Case Study	Test	Year-mark	Controlled Test	Total
Marks *	50	100	100	Cancelled	100	Cancelled		150	
Convert to mark out of:	10 (50 ÷ 5)	20 (100 ÷ 5)	20 (100 ÷ 2,5)	-1	10 (50 ÷ 5)	-1	60	40 (150 ÷ 3,75)	100
Term weighting	25	75	25	N/A	25	N/A			

## 2. AGRICULTURAL MANAGEMENT PRACTICES

### Grades 10 and 11 Programme of formal assessment

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

#### Composition of the SBA component for Grades 10

Composition of the SBA component for Grades 10					
TERM	Task	Minimum Mark allocation	% Reporting of mark per term	Final SBA Weighing Covid 19	% Promotion of Mark
1	Assignment	50	25	15	60
	Test 1	75	75	15	
3	Test 2	75	100	30	
4	<b>PAT</b>				40
	Management overview	20	20	20	
	Practical (min 4)	50			
	Management Test	20			
	Time register	10			
	END OF YEAR CONTROLLED TEST (One Paper) Duration: 1 hour	75	20	20	
FINAL				100	100

#### Composition of the SBA component for Grades 11

Composition of the SBA component for Grades 11					
TERM	Task	Minimum Mark allocation	% of Reporting mark per term	Final SBA Weighing Covid 19	% of Promotion Mark
1	Assignment	50	25	15	60
	Test 1	75	75	15	
3	Test 2	75	100	30	
End of year mark 4	<b>PAT</b>				40
	Management overview	20	20	20	
	Practical (min 4)	50			
	Management Test	20			
	Time register	10			
	END OF YEAR CONTROLLED TEST (One Paper) Duration: 2 hours	150	20	20	
FINAL				100	100

**NOTE:** The Final SBA mark for term 1 and 3 (assignment 15%, test 1, 15% and test 2, 30%) will consist out of 60% and the 4<sup>th</sup> term marks (PAT 20% and Controlled test 20%) 40%.

### Further elaboration on the End of Year Controlled test:

When designing the tests, the A teacher must ensure that:

- The gr. 10 test is 75 marks (duration – 1 hour) and the gr.11 test is 150 marks (duration – 2 hours)
- The tests should cover all curriculum content that was taught in term 3 and 4, excluding content covered in term 1 (Note: Content not taught cannot be assessed)
- They use their professional judgement to identify core/fundamental content to be assessed in the end of year controlled tests
- The tests are balanced in terms of cognitive levels, degrees of difficulty and the fundamental content covered by each school
- Weighting grids are used to show the weighting of cognitive levels, degrees of difficulty and fundamental content
- The tests follow the NSC examination in its design and rigour
- The tests must be administered under controlled conditions
- The end of year controlled tests must adhere to the protocols of pre- and post-moderation to ensure compliance to standards
- No provincial/district “common tests” are administered in grade 10 and 11

### Degrees of difficulty for examination/test questions

40%	40%	20%
<b>Easy</b> for the average learner to answer.	<b>Moderately</b> challenging for the average learner to answer.	<b>Difficult</b> for the average learner to answer.

**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.

### Weighting of Cognitive levels for the assessment of content in Grades 10 and 11

The table below suggests how levels of complexity can be addressed in the setting of examination questions:

Categories of complexity	Description of categories	Some examples	Weighting
Knowledge	Merely assessing the recall of basic knowledge	Give labels, list, name, state or identify functions, recognize concepts, processes, mechanisms, etc.	± 40%
Comprehension and application	More than recall of facts including understanding and insight into routine and familiar  Application of components and systems to new, novel or familiar and unfamiliar situations	Describe or explain concepts, classify, processes, mechanisms; Make direct deductions from data given; do calculations, etc.  Interpret data; explain adaptations or environmental factors influencing effectiveness; draw flow charts or mind maps to illustrate processes or mechanisms; constructing tables and graphs to organize and present data; draw diagrams to investigate concepts; communicate findings and applying formulas.	± 40%
Analysis, Synthesis and Evaluation	Analysis, synthesis and evaluation of data against given criteria	Problem solving; formulate a hypothesis; design experiments/ investigations; analyse; predict; argue and evaluate	± 20%
<b>TOTAL</b>			<b>100%</b>

### Format of the End of Year Controlled tests

#### Grade 10

Sections	Type of questions	Marks
<b>A</b>	A variety of short answer questions, objective questions for example MCQ, Terminology, columns/ statement and items	25
<b>B</b>	A variety of questions covering cognitive levels and content 2 questions of 25 marks each	2 x 25

#### Grade 11

Sections	Type of questions	Marks
<b>A</b>	A variety of short answer questions, objective questions for example MCQ, Terminology, columns/ statement and items,	45
<b>B</b>	A variety of questions covering cognitive levels and content 3 questions of 35 marks each	3 x 35

### **Moderation of controlled tests**

Moderation refers to the process that ensures that the assessment tasks (tests) 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.

### 3. AGRICULTURAL SCIENCES

#### Grades 10 and 11 Programme of formal assessment

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

#### Composition of the SBA component for Grades 10

TERM	Task	Minimum Mark allocation	% of Reporting mark per term	Final Weighing SBA Covid 19	% of Promotion Mark
1	Assignment1	50	25	15	60
	Test 1	75	75	15	
3	Assignment2	50	25	15	
	Test 2	75	75	15	
4	END OF YEAR CONTROLLED TEST (One Paper) Duration: 1 hour	75	40	40	40
FINAL				100	100

#### Composition of the SBA component for Grades 11

TERM	Task	Minimum Mark allocation	% of Reporting mark per term	Final SBA Weighing Covid 19	% of Promotion Mark
1	Assignment	50	25	15	60
	Test	75	75	15	
3	Assignment	50	25	15	
	Test	75	75	15	
4	END OF YEAR CONTROLLED TEST (One Paper) Duration: 1 hour	150	100	40	40
FINAL				100	100

**NOTE:** The Final SBA mark for term 1 and 3 (assignment 1 and 2 30%, test 1 and Test 2 30%) consist out of 60% and the 4<sup>th</sup> term marks Controlled test 40%.

## 2. Further elaboration on the End of Year Controlled test:

When designing the tests, the teachers must ensure that:

- The grade 10 test is 75 marks (duration – 1 hour) and the gr.11 test is 150 marks (duration – 2 hours)
- The tests should cover all curriculum content that was taught in term 3 and 4, excluding content covered in term 1 (Note: Content not taught cannot be assessed)
- They use their professional judgement to identify core/fundamental content to be assessed in the end of year controlled tests
- The tests are balanced in terms of cognitive levels, degrees of difficulty and the fundamental content covered by each school.
- Weighting grids are used to show the weighting of cognitive levels, degrees of difficulty and fundamental content
- The tests follow the NSC examination in its design and rigour
- The tests must be administered under controlled conditions
- The end of year controlled tests must adhere to the protocols of pre- and post-moderation to ensure compliance to standards
- No provincial/district “common tests” are administered in grade 10 and 11

### Degrees of difficulty for examination/test questions

40%	40%	20%
<b>Easy</b> for the average learner to answer.	<b>Moderately</b> challenging for the average learner to answer.	<b>Difficult</b> for the average learner to answer.

**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.

## 4. Weighting of Cognitive levels for the assessment of content in Grades 10 and 11

The table below suggests how levels of complexity can be addressed in the setting of examination questions:

Categories of complexity	Description of categories	Some examples	Weighting
Knowledge	Merely assessing the recall of basic knowledge	Give labels, list, name, state or identify functions, recognize concepts, processes, mechanisms, etc.	± 40%

Comprehension and application	More than recall of facts including understanding and insight into routine and familiar  Application of components and systems to new, novel or familiar and unfamiliar situations	Describe or explain concepts, classify, processes, mechanisms; Make direct deductions from data given; do calculations, etc.  Interpret data; explain adaptations or environmental factors influencing effectiveness; draw flow charts or mind maps to illustrate processes or mechanisms; constructing tables and graphs to organize and present data; draw diagrams to investigate concepts; communicate findings and applying formulas.	± 40%
Analysis, Synthesis and Evaluation	Analysis, synthesis and evaluation of data against given criteria	Problem solving; formulate a hypothesis. design experiments/ investigations; analyse; predict; argue and evaluate	±20%
<b>TOTAL</b>			<b>100%</b>

### Format of the End of Year Controlled tests

#### Grade 10

Sections	Type of questions	Marks
<b>A</b>	A variety of short answer questions, objective questions for example MCQ, Terminology, columns/ statement, and items	25
<b>B</b>	A variety of questions covering cognitive levels and content 2 questions of 25 marks each	2 x 25

#### Grade 11

Sections	Type of questions	Marks
<b>A</b>	A variety of short answer questions, objective questions for example MCQ, Terminology, columns/ statement, and items,	45
<b>B</b>	A variety of questions covering cognitive levels and content 3 questions of 35 marks each	3 x 35

### Moderation of controlled tests

Moderation refers to the process that ensures that the assessment tasks (tests) 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. AGRICULTURAL TECHNOLOGY

### Grades 10 and 11 Programme of formal assessment

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

#### Composition of the SBA component for Grades 10

TERM	Task	Minimum Mark allocation	% Reporting mark per term	Final SBA Weighing Covid 19	% Promotion of Mark
1	Assignment	50	25	15	60
	Test	75	75	15	
3	Test	75	100	30	
4	<b>PAT</b> Design portfolio	25	20	20	40
	Manufacturing process	25			
	Final product	50			
	END OF YEAR CONTROLLED TEST (One Paper) Duration: 1 hour	75	20	20	
FINAL				100	100

#### Composition of the SBA component for Grades 11

TERM	Task	Minimum Mark allocation	% Reporting mark per term	Final SBA Weighing Covid 19	% Promotion of Mark
1	Assignment	50	25	15	60
	Test	75	75	15	
3	Test	75	100	30	
4	<b>PAT</b> Design portfolio	25	20	20	40
	Manufacturing process	25			
	Final product	50			
	END OF YEAR CONTROLLED TEST (One Paper) Duration: 1½ hour	150	20	20	
FINAL				100	100

**NOTE FOR GRADE 10 and 11:** The Final SBA mark for term 1 and 3 (assignment 15%, test 1, 15% and test 2 30%) will consist out of 60% and the 4<sup>th</sup> term marks (PAT 20% and Controlled test 20%) or 40%.

**Further elaboration on the End of Year Controlled test:**

When designing the tests, the teachers must ensure that:

- The gr. 10 test is 75 marks (duration – 1 hour) and the gr.11 test is 150 marks (duration – 2 hours)
- The tests should cover all curriculum content that was taught in term 3 and 4, excluding content covered in term 1 (Note: Content not taught cannot be assessed)
- They use their professional judgement to identify core/fundamental content to be assessed in the end of year controlled tests
- The tests are balanced in terms of cognitive levels, degrees of difficulty and the fundamental content covered by each school
- Weighting grids are used to show the weighting of cognitive levels, degrees of difficulty and fundamental content
- The tests follow the NSC examination in its design and rigour
- The tests must be administered under controlled conditions
- The end of year controlled tests must adhere to the protocols of pre- and post-moderation to ensure compliance to standards
- No provincial/district “common tests” are administered in grade 10 and 11

#### Degrees of difficulty for examination/test questions

40%	40%	20%
<b>Easy</b> for the average learner to answer.	<b>Moderately</b> challenging for the average learner to answer.	<b>Difficult</b> for the average learner to answer.

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.

#### Weighting of Cognitive levels for the assessment of content in Grades 10 and 11

The table below suggests how levels of complexity can be addressed in the setting of examination questions:

Categories of complexity	Description of categories	Some examples	Weighting
Knowledge	Merely assessing the recall of basic knowledge	Give labels, list, name, state or identify functions, recognize concepts, processes, mechanisms, etc.	± 40%
Comprehension and application	More than recall of facts including understanding and insight into routine and familiar  Application of components	Describe or explain concepts, classify, processes, mechanisms; Make direct deductions from data given; do calculations, etc.  Interpret data; explain adaptations or environmental factors influencing effectiveness; draw flow charts or mind	± 40%

	and systems to new, novel or familiar and unfamiliar situations	maps to illustrate processes or mechanisms; constructing tables and graphs to organize and present data; draw diagrams to investigate concepts; communicate findings and applying formulas.	
Analysis, Synthesis and Evaluation	Analysis, synthesis and evaluation of data against given criteria	Problem solving; formulate a hypothesis; design experiments/ investigations; analyse; predict; argue and evaluate	<b>±20%</b>
<b>TOTAL</b>			<b>100%</b>

### Format of the End of Year Controlled tests

#### Grade 10

Sections	Type of questions	Marks
<b>A</b>	A variety of short answer questions, objective questions for example MCQ, Terminology, columns/ statement and items	25
<b>B</b>	A variety of questions covering cognitive levels and content 2 questions of 25 marks each	2 x 25

#### Grade 11

Sections	Type of questions	Marks
<b>A</b>	A variety of short answer questions, objective questions for example MCQ, Terminology, columns/ statement and items,	45
<b>B</b>	A variety of questions covering cognitive levels and content 3 questions of 35 marks each	3 x 35

### Moderation of controlled tests

Moderation refers to the process that ensures that the assessment tasks (tests) 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.

## 5. BUSINESS STUDIES

### Grade 10

- The two examination papers are replaced with One Controlled test which includes topics from both papers
- The test will be written out of 80 marks with a duration of 1 hour
- The test must be written under controlled conditions
- The test must comply with cognitive levels as outlined in the Revised Section 4 of CAPS.
- Pre and post moderation protocols must be adhered to in order to ensure that standard are complied with.

#### 2.1 STRUCTURE OF THE CONTROLLED TEST

SECTION	DESCRIPTION	MARKS	AND TIME
GUIDE			
<b>A</b>	<p><b>Question 1: Must cover ALL four main topics (Compulsory)</b></p> <p>Different types of short and objective questions using various assessment styles and covering the entire curriculum:</p> <p>Multiple-choice (5 x 2) Match columns or choose the correct word in brackets (5 X 2).</p> <p>Questions must not appear in Section B or C</p>	<b>20</b>	<b>5</b>
<b>B</b>	<p><b>(This section consists of two questions)</b> <b>Choose any <u>one</u> of the <u>two</u> questions. (One question of 30 marks)</b></p> <p><b>Question 2:</b> must cover content from Business Environments and Business Operations</p> <p><b>Question 3:</b> must cover content from Business Ventures and Business Roles.</p> <p><b>These questions must not be assessed in Section A or C</b> <b>Case studies or scenarios used must not provide answers to questions in Sections A or C</b></p> <p>These questions should cover topics that were taught in the 2020 academic year. Applicable action verbs in this section are, for example identify, quote, state, give, motivate, explain, discuss, describe, distinguish, differentiate, compare, evaluate, analyse, suggest, recommend, etc. Scenarios/source-based questions should be included. Answers should be in point form.</p>	<b>30</b>	<b>25</b>
<b>C</b>	<p><b>Set two questions (use scenarios) as follows:</b></p> <p><b>Choose any <u>one</u> of the following <u>two</u> questions.</b> <b>Question 4:</b> must cover content from Business Environments or Business Operations</p> <p><b>Question 5:</b> must cover content from Business Ventures or Business Roles.</p>	<b>30</b>	<b>30</b>

	<p><b>These questions must not be assessed in Sections A or B and scenarios must not provide answers to questions in Section A or B</b></p> <p>These are higher cognitive questions which should assess insight and interpretation of theoretical knowledge. (E.g. design, plan, appraise, evaluate, etc.). Answers should be in paragraph style. A rubric can be used in the marking of this question, together with a marking memorandum</p> <p>Mark allocation: LASO 8 marks and Facts 22 marks.</p> <p>The 22 marks for facts should consist of three sub-questions</p>		
<b>TOTAL MARKS</b>		<b>80</b>	<b>1 hour</b>

## 2.2 THE DISTRIBUTION OF COGNITIVE LEVELS

The controlled test should comply with the following levels of cognitive demands:

Cognitive level	Percentage
Levels 1 and 2 (Lower levels)	30
Levels 3 and 4 (Middle levels)	50
Levels 5 and 6 (Higher levels)	20
<b>TOTAL</b>	<b>100</b>

## 3. PROGRAMME OF ASSESSMENT

### The Revised Programme of Assessment for Grade 10

	Term 1		Term 2		Term 3		Term 4		
Assessment	Case study	Test	Presentation	Midyear examination	Project	Test	Year-mark	Controlled Test	Total
Marks *	50	100	50	Cancelled	50	Cancelled		80	
Convert to mark out of:	10 (50 ÷ 5)	20 (100 ÷ 5)	10 (50 ÷ 5)	-1	20 (50 ÷ 2,5)	-1	60	40 (80 ÷ 2)	100
Term weighting	25	75	25	N/A	25	N/A			

## CONTROLLED TEST GUIDELINES NOVEMBER 2020

## Grade 11

- The two examination papers are replaced with One Controlled test which includes topics from both papers
- The test will be written out of 150 marks with a duration of 2 hours
- The test must be written under controlled conditions
- The test must comply with cognitive levels as outlined in the Revised Section 4 of CAPS.
- Pre and post moderation protocols must be adhered to in order to ensure that standard are complied with.

### **SUMMARY FORMAT/OUTLINE OF THE FORMAL END-OF-THE-YEAR CONTROLLED TEST**

<b>SECTION</b>	<b>TYPE OF QUESTIONS</b>	<b>MARKS</b>	<b>TIME (minutes)</b>	<b>COGNITIVE LEVEL(S)</b>
<b>A</b>	<b>Compulsory</b> Covers <b>ALL FOUR MAIN TOPICS</b> <b>(15 short questions x 2)</b>  Different types of short and objective questions using various assessment style sand covering the entire curriculum, e.g. multiple-choice, match columns, choose the correct word etc.	<b>30</b>	<b>20</b>	<b>Mostly levels 1–2</b>
<b>B</b>	<b>Choose any TWO questions in this section. (40 marks x 2 questions)</b>  <b>THREE questions will be set in Section B. TWO questions must cover two main topics that are covered in paper 1 &amp; 2 and the third question must cover all four main topics. (miscellaneous question).</b>  These questions should cover topics that were taught in the 2020 academic year. Applicable action verbs in this section are, for example identify, quote, state, give, motivate, explain, discuss, describe, distinguish, differentiate, compare, evaluate, analyse, suggest, recommend, etc. Scenarios/source-based questions should be included. Answers should be in point form.	<b>80</b>	<b>70</b>	<b>Levels 1–6</b>  <b>Remembering/Recall, Understanding, Applying, Analysing, Evaluating, Creating)</b>
<b>C</b>	<b>Answer any ONE question in this section. (40 marks x 1 question)</b> <b>TWO questions, each covering ONE of either paper 1 or 2 main topics.</b> Longer, essay type questions of lower, middle and higher cognitive levels to assess insight and interpretation of theoretical knowledge in addition to content.	<b>40</b>	<b>30</b>	<b>Mostly levels 3–6</b> <b>Applying, Analysing, Evaluating, Creating</b>

	<b>TOTAL</b>	<b>150</b>	<b>120</b>	
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## THE DISTRIBUTION OF COGNITIVE LEVELS

The controlled test should comply with the following levels of cognitive demands

<b>Cognitive level</b>	<b>Percentage</b>
Levels 1 and 2 (Lower levels)	30
Levels 3 and 4 (Middle levels)	50
Levels 5 and 6 (Higher levels)	20
<b>TOTAL</b>	<b>100</b>

## 1.3 BREAKDOWN OF CONTROLLED TEST STRUCTURE

### SECTION A (Compulsory)

#### QUESTION 1:

- Questions in this section should include all topics that were covered in the 2020 academic year. These will include the FOUR main topics that were covered in the 2020 academic year
- All FOUR topics must be proportionally assessed.
- Over-testing of some topics should be avoided or kept to a minimum.
- All questions should be clear and free from ambiguity
- Section A questions should be distributed as follows:
 

Q1.1 Multiple choice question	(10)
Q1.2 Choose the correct word	(10)
Q1.3 Matching columns:	(10)

**NOTE: 1 Q1.2 should consist of ten words (including distractors) to choose from**  
**2 Q1.3 should consist of 10 statements in column B and 5 concepts in column A.**

**TOTAL SECTION A: 30**

### SECTION B

**Answer ANY TWO questions in this section.**

- This section should include all topics that were covered in the 2020 academic year.
- These will include the FOUR main topics that were covered in the 2020 academic year.
- There should be one or two indirect questions in a form of scenarios or statements that require the application of knowledge in each question.
- This section should consist of THREE contextual questions structured as follows:

**QUESTION 2: Business Environments or Business Operations OR Business Environments and Business Operations**

- This question should cover topics from Business Environments OR Business Operations and/or both. **(40)**

**QUESTION 3: Business Ventures or Business Roles OR Business Ventures and Business Roles**

- This question should cover topics from Business Ventures OR Business Roles and/or both. **(40)**

**QUESTION 4: MISCELLANEOUS TOPICS**

- This question should cover all FOUR main topics
- This question should cover topics that were not assessed in Section A, question 2 & 3 as well Section C.
- It should also include direct and indirect questions.
- All FOUR main topics should be equally assessed in this question **(40)**

**TOTAL SECTION: B: 80**

**SECTION C**

**ANSWER ONE (1) QUESTION IN THIS SECTION**

**Question 5: Business Environment OR Business Operations**

- This question should consist of questions from either Business Environments OR Business Operations.
- Only the Business Environment OR Business Operations topics that were covered during the 2020 academic year should be assessed. **(40)**

**Question 6: Business Ventures OR Business Roles**

- This question should consist of questions from either Business Ventures OR Business Roles.
- Only the Business Ventures OR Business Roles topics that were covered during the 2020 academic year should be assessed **(40)**

**TOTAL SECTION C: 40**

**GRAND TOTAL: 150**

**The Revised Programme of Assessment for Grade 11**

	Term 1		Term 2		Term 3		Term 4		
Assessment	Presentation	Test	Presentation	Midyear examination	Project	Test	Year-mark	Controlled Test	Total

Marks *	<b>50</b>	<b>100</b>	<b>50</b>	<b>Canceled</b>	<b>50</b>	<b>Canceled</b>		150	
Convert to mark out of:	<b>10</b> (50 ÷ 5)	<b>20</b> (100 ÷ 5)	<b>10</b> (50 ÷ 5)	-1	<b>20</b> (50 ÷ 2,5)	-1	<b>60</b>	<b>40</b> (150 ÷ 3,75)	<b>100</b>
Term weighting	25	75	25	N/A	25	N/A			

## 6. COMPUTER APPLICATIONS TECHNOLOGY (CAT)

This section aims to provide CAT teachers:

- More guidance on the minimum content to be covered should they exercise their professional judgement for school-based trimming of the grade 10 and/or 11 Annual Teaching Plan (ATP) based on Circular S3 of 2020.
- Guidance regarding school-based assessment (SBA) and end-of-year assessment.

### Grade 10

#### Content

The following table provides information on the minimum content to be covered for Grade 10 in 2020.

• Minimum level required
• Practical
• Word-processing (complete all as per revised ATPs)
• Spreadsheet (basics) – excluding graphs/charts, countif (countif can be done in the abridged PAT)
• (Teach practical content/concepts theoretically: paper-based activities or in between when loadshedding or where learners do not have computers at home/on days not at school, etc.)
• Use accelerated theory content delivery as discussed before.
• What can't be done, must be referred to the following year (2021).
• Theory
• What was covered for Term 1 stays
• Systems Technologies
• Continue with the rest of Theory after the practical is covered.
• What can't be done, must be referred to the following year (2021).
• Note:
• Content that can be moved to Grade 11 (2021):
• Theory content not covered (integrate with Grade 11 theory content)
• Excel graphs, countif (countif can be done with the abridged PAT)

#### • Assessment

##### • School-based Assessment (SBA)

• All SBAs to be done as per revised ATP
• Format of the task can be changed
• Must be done under controlled conditions

•

##### • Practical Assessment Task (PAT)

• Minimum requirements: Abridged integrated PAT in the form of an integrated assignment that can be done within limited time
• The task will be provided by the provincial/district advisor(s)

##### • Assessment (End-of-Year)

• Test instead of final examinations
• Duration: Minimum 60 minutes
• Mark allocation: Minimum 50 marks
• (50% +10 or -10 theory or 50% +10 or -10 for practical) Total must be 100%.

- Section A – Practical content
- Section B – Theory content
- Paper could be
- A written paper, e.g. Section A: theory questions on practical content + Section B: Theory questions
- A computer-based paper, e.g. Section A: practical questions + Section B: Theory questions answered in word processing document/Google docs/MS Forms
- Combination: Section A: Practical questions on computer + Section B: Theory questions written on paper
- 30:40:30 cognitive demand must apply
- Content coverage: Depending on the curriculum content covered at school

#### • Weighting

• <b>School-based Assessment</b>	• <b>Practical Assessment Task (PAT)</b>	• <b>Final Test (End-of-Year)</b>	• <b>Total</b>
• 60%	• 20%	• 20%	• 100%

### **Grade 11**

#### **Content**

• Minimum level required
• Practical
• Word-processing (complete as per revised ATPs)
• Spreadsheet (complete as per revised ATPs)
• (Teach practical content/concepts theoretically: paper-based activities, e.g. during loadshedding or where learners do not have computers at home/on days not at school)
• Theory
• All Theory content as per the revised ATPs
• Use accelerated theory delivery as discussed before.
• Note:
• Content that can be moved to Grade 12 (2021)
• Database
• HTML
• Mail Merge (Word processing)

#### **Assessment**

##### **School-based Assessment (SBA)**

• All SBAs to be done as per revised ATP
• Format of the task can be changed
• Must be done under controlled conditions

##### **Practical Assessment Task (PAT)**

Practical Assessment Task (PAT)	
<ul style="list-style-type: none"><li>• Minimum Abridged PAT (Amended to only two Phases)</li></ul>	Requirement:
<ul style="list-style-type: none"><li>• The task will be provided by the provincial/district advisor(s)</li></ul>	
<ul style="list-style-type: none"><li>• Only Word and Excel</li></ul>	
<ul style="list-style-type: none"><li>• Phase 1: As per instructions. Can use questions in document</li></ul>	

• Phase 2:
• Create questionnaire (no need to distribute to respondents)
• Do spreadsheet using given datasets
• Incorporate the Phase 3 Report into Phase 2

### Assessment (End-of-Year)

• Test instead of final examinations
• Duration: Minimum 120 minutes
• Mark allocation: Minimum 100 marks
• (50% +10 or -10 theory or 50% +10 or -10 for practical) Total must be 100%
• Section A – Practical content
• Section B – Theory content
• Paper could be
• A written paper, e.g. Section A: theory questions on practical content + Section B: Theory questions
• A computer-based paper, e.g. Section A: practical questions + Section B: Theory questions answered in word processing document/Google docs/MS Forms
• Combination: Section A: Practical questions on computer + Section B: Theory questions written on paper
• 30:40:30 cognitive demand must apply
• Content coverage: Depending on the curriculum content covered at school

### Weighting

• <b>School-based Assessment</b>	• <b>Practical Assessment Task (PAT)</b>	• <b>Final Test (End-of-Year)</b>	• <b>Total</b>
• 60%	• 20%	• 20%	• 100%

## 7. CIVIL TECHNOLOGY SPECIALISATIONS: CONSTRUCTION, CIVIL SERVICES & WOODWORKING

2020 Summary of formal assessments expected in Grades 10 & 11

The following is the Programme of Assessment for Grades 10 – 11.

CIVIL TECHNOLOGY (CONSTRUCTION, CIVIL SERVICES AND WOODWORKING) GRADE 10 -11 ASSESSMENT REQUIREMENTS					
ASSESSMENT TASKS	TERM 1	TERM 2	TERM 3	TERM 4	% OF FINAL PROMOTION MARK
ASSIGNMENT	1			15	60
TEST			1	45	
PRACTICAL ASSESSMENT TASKS	√	√	√		20
FINAL EXAMINATION				1	20
TOTAL					100

The amended 2020 Programme of Assessment for Civil Technology specialisations in Grades 10 and 11 comprises of an assignment in term 1 with a weighting of 15% and a test in term 3 with a weighting of 45% (**Total = 60**), and a final examination in term 4 with a Weighting of 20%. The Practical Assessment Task (PAT) with a weighting of 20%.

## The Final Assessment

### Grade 10

Final Civil Technology specialisation (Construction) Assessment in Grade 10 shall comprise of one Major Test of 60 marks. The test shall assess both Theory and practical's.

#### Test Structure

GRADE 10	ONE PAPER ONLY
	Marks: 60
	<b>Time: 1 Hour</b>
	Question 1 (OHSA, MATERIALS, TOOLS, EQUIPMENT AND JOINING (GENERIC) <b>5 Marks</b>
	Question 2 (GRAPHICS AS METHOD OF COMMUNICATION (GENERIC) <b>15 Marks</b>
	Question 3 (ROOFS, STAIRCASES AND JOINING (SPECIFIC) <b>5 Marks</b>
	Question 4 (EXCAVATIONS, FORMWORK, TOOLS AND EQUIPMENT AND MATERIALS (SPECIFIC) <b>15 Marks</b>
	Question 5 (PLASTER AND SCREED, BRICKWORK AND GRAPHICS AS MEANS OF COMMUNICATION (SPECIFIC) <b>5 Marks</b> Question 6 (REINFORCEMENT IN CONCRETE, FOUNDATIONS, CONCRETE FLOORS AND QUANTITIES (SPECIFIC) <b>15 Marks</b>

## GRADE 10

Final Civil Technology specialisation (Civil Services) Assessment in Grade 10 shall comprise of one Major Test of **60 marks**. The test shall assess both Theory and practical's.

### Test Structure

GRADE 10	ONE PAPER ONLY
Mid-year	Marks: 60
	Time: 1 Hour
	Question 1 (OHSA, MATERIALS, TOOLS, EQUIPMENT AND JOINING (GENERIC) <b>5 Marks</b>
	Question 2 (GRAPHICS AS METHOD OF COMMUNICATION (GENERIC) <b>15 Marks</b>
	Question 3 (CONSTRUCTION ASSOCIATED WITH CIVIL SERVICES, OHSA AND QUANTITIES (SPECIFIC) <b>5 Marks</b>
	Question 4 (COLD AND HOT-WATER SUPPLY, TOOLS, EQUIPMENT AND MATERIALS (SPECIFIC) <b>15 Marks</b>
	Question 5 (GRAPHICS AS MEANS OF COMMUNICATION, ROOF WORK AND STORM WATER (SPECIFIC) <b>5 Marks</b>
	Question 6 (SEWERAGE, SANITARY FITTINGS AND JOINING (SPECIFIC) <b>15 Marks</b>

## Grade 10

Final Civil Technology specialisation (Woodworking) Assessment in Grade 10 shall comprise of one Major Test of **60 marks**. The test shall assess both Theory and practical's.

### Test Structure

GRADE 10	ONE PAPER ONLY
Mid-year	Marks: 60
	Time: 1 Hour
	Question 1 (OHSA, MATERIALS, TOOLS, EQUIPMENT AND JOINING (GENERIC) <b>5 Marks</b>
	Question 2 (GRAPHICS AS METHOD OF COMMUNICATION (GENERIC) <b>15 Marks</b>
	Question 3 (CASEMENTS, CUPBOARDS, WALL-PANELLING AND QUANTITIES (SPECIFIC) <b>5 Marks</b>
	Question 4 (ROOFS, CEILINGS, TOOLS AND EQUIPMENT, AND MATERIALS (SPECIFIC) <b>15 Marks</b>
	Question 5 (CENTRING, FORMWORK, SHORING AND GRAPHICS AS MEANS OF COMMUNICATION (SPECIFIC) <b>5 Marks</b>
	Question 6 (SUSPENDED FLOORS, STAIRCASES, IRONMONGERY, DOORS AND JOINING (SPECIFIC) <b>15 Marks</b>

## GRADE 11

The Final Civil Technology specialisation (Construction) Assessment in Grade 11 shall comprise of one Major Test of **120 marks**, for 2 hours. The test shall assess both Theory and practical's.

### Test Structure

GRADE 11	ONE PAPER ONLY
	<b>Marks: 120</b>
	<b>Time: 2 Hours</b>
	Question 1 (OHSA, MATERIALS, TOOLS, EQUIPMENT AND JOINING (GENERIC) <b>15 Marks</b>
	Question 2 (GRAPHICS AS METHOD OF COMMUNICATION ( GENERIC ) <b>25 Marks</b>
	Question 3 (ROOFS, STAIRCASES AND JOINING (SPECIFIC ) <b>15 Marks</b>
	Question 4 (EXCAVATIONS, FORMWORK, TOOLS AND EQUIPMENT AND MATERIALS (SPECIFIC ) <b>25 Marks</b>
	Question 5 (PLASTER AND SCREED, BRICKWORK AND GRAPHICS AS MEANS OF COMMUNICATION (SPECIFIC ) <b>5 Marks</b>
	Question 6 (REINFORCEMENT IN CONCRETE, FOUNDATIONS, CONCRETE FLOORS AND QUANTITIES (SPECIFIC) <b>25 Marks</b>

## GRADE 11

The Final Civil Technology specialisation (Civil Services) Assessment in Grade 11 shall comprise of one Major Test of **120 marks**, for 2 hours. The test shall assess both Theory and practicals.

### Test Structure

GRADE 11	ONE PAPER ONLY
Mid-year	Marks: 120
	Time: 2 Hours
	Question 1 (OHSA, MATERIALS, TOOLS, EQUIPMENT AND JOINING (GENERIC) <b>15 Marks</b>
	Question 2 (GRAPHICS AS METHOD OF COMMUNICATION (GENERIC) <b>25 Marks</b>
	Question 3 (CONSTRUCTION ASSOCIATED WITH CIVIL SERVICES, OHSA AND QUANTITIES (SPECIFIC) <b>15 Marks</b>
	Question 4 (COLD AND HOT-WATER SUPPLY, TOOLS, EQUIPMENT AND MATERIALS (SPECIFIC) <b>25 Marks</b>
	Question 5 (GRAPHICS AS MEANS OF COMMUNICATION, ROOF WORK AND STORM WATER (SPECIFIC) <b>15 Marks</b>
	Question 6 (SEWERAGE, SANITARY FITTINGS AND JOINING (SPECIFIC) <b>25 Marks</b>

## Grade 11

The Final Civil Technology specialisation (Woodworking) Assessment in Grade 11 shall comprise of one Major Test of **120 marks**, for 2 hours. The test shall assess both Theory and practical's.

### Test Structure

GRADE 11	ONE PAPER ONLY
Mid-year	Marks: 120
	Time: 2 Hours
	Question 1 (OHSA, MATERIALS, TOOLS, EQUIPMENT AND JOINING (GENERIC) <b>15 Marks</b>
	Question 2 (GRAPHICS AS METHOD OF COMMUNICATION (GENERIC) <b>25 Marks</b>
	Question 3 (CASEMENTS, CUPBOARDS, WALL-PANELLING AND QUANTITIES (SPECIFIC) <b>15 Marks</b>
	Question 4 (ROOFS, CEILINGS, TOOLS AND EQUIPMENT, AND MATERIALS (SPECIFIC) <b>25 Marks</b>
	Question 5 (CENTRING, FORMWORK, SHORING AND GRAPHICS AS MEANS OF COMMUNICATION (SPECIFIC) <b>15 Marks</b>
	Question 6 (SUSPENDED FLOORS, STAIRCASES, IRONMONGERY, DOORS AND JOINING (SPECIFIC) <b>25 Marks</b>

## 8. CONSUMER STUDIES

### 2020 AMENDED GRADES 10 AND 11 PROMOTION REQUIREMENTS FOR CONSUMER STUDIES

The formal assessment requirements for Consumer Studies in 2020 are as follows:

- **Two formal theoretical SBA assessment tasks**, the March and September Tests, are completed during the 2020 school year in both Grades 10 and 11.
- **The two formal written assessment tasks and two practical lesson tasks** (consisting of four weekly practical lessons in Grade 10 and six weekly practical lessons in Grade 11 in 2020) make-up the **60% SBA weighting** for the promotion mark.
- **Term 1: Practical Skills Test** in Grades 10 – 11

To strengthen the development of skills and techniques applied in Term 1, a Skills Test is written. (25%) This mark is added to the Term 4 PAT mark. (75 %) – **(Total = 100 marks)**

- The end-of-year assessment includes **two parts**: (1) **A Practical Assessment Task (PAT) (20%)** and (2) a **written Controlled Test (20%)**. Together these two parts make up the **remaining 40% of the promotion mark in Grades 10 and 11**.
- In Grades 10 and 11 all assessment is set internally.
- 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 below.
- Assessment for the PAT is assessed internally at school level by the teacher and Departmental / Subject Head. The PAT is assessed externally by the Subject Advisor / Provincial Subject Head.
- This process is verified externally by DBE/UMALUSI.

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

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

2020 Formal Assessment Grade 10			
Term 1	Term 2	Term 3	Term 4 Promotion mark
<b>Task 1</b> Test 100%  <b>Practical Skills Test</b> Techniques and skills applied in Term 1 are added to the PAT mark in Term 4=25 marks	<b>Task 2</b> Two (2) Practical Lessons 25%	<b>Task 3</b> September Test 75%  <b>Task 4</b> Two (2) Practical Lessons 25%	<b>SBA = Term 1+2+3</b> $= 225 \div 2.25 = 100$ <b>60%</b>  <b>PAT = 100</b> <b>20%</b>  Skills Test – (25) Term 1 Practical examination - (75)- Term 4 (75+25=100)  <b>November Controlled Test</b> 1 hour 65 marks <b>20%</b>
<b>100</b>	<b>25</b>	<b>100</b>	<b>100</b>

2020 Formal Assessment Grade 11			
Term 1	Term 2	Term 3	Term 4 Promotion mark
<b>Task 1</b> Test 100%  <b>Practical Skills Test</b> Techniques and skills applied in Term 1 are added to the PAT mark in Term 4=25 marks	<b>Task 2</b> Three (3) Practical Lessons 25%	<b>Task 3</b> September Test 75%  <b>Task 4</b> Three (3) Practical Lessons 25%	<b>SBA = Term 1+2+3</b> $= 225 \div 2.25 = 100$ <b>60%</b>  <b>PAT = 100</b> <b>20%</b>  Skills Test – (25) Term 1 Practical examination - (75)- Term 4 (75+25=100)  <b>November Controlled Test</b> 2 hours 130 marks <b>20%</b>
<b>100</b>	<b>25</b>	<b>100</b>	<b>100</b>

## November Controlled Test in Grades 10 and 11 Consumer Studies

### Controlled Test:

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

### Criteria for setting the November 2020 Controlled Test

- ONLY content that was taught may be assessed in the test.
- 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;
- The question paper should be error free e.g. no spelling, language, translation or mark allocation errors are allowed;
- It is compulsory for the test to include the sections as indicated in the tables for Grades 10 to 11.

November 2020 Controlled Test		
	Grade 10	Grade 11
Minimum total for the November Controlled Test	65 marks	130 marks
Time allocation	1 hour	2 hours
<b>It is compulsory to include:</b> <ul style="list-style-type: none"><li>• Questions that require a longer response for the answer.</li><li>• A question that requires a response in paragraph format (minimum 5 marks)</li><li>• Source based questions such as: Case studies; scenarios; extracts; pictures / flow charts / tables/graphs/cartoons/advertisements/menus for interpretation.</li><li>• An action verb to open each question. This gives a clear instruction for the question and expected response.</li></ul>		

Grade 10 November 2020 - Controlled Test			
	Topic	Weighting of Marks	Content 2020 Revised ATP
Question 1	Short questions (all topics) Term 2-4 Include a variety of question types for short questions	15	Term 2 topics Term 3 topics Term 4 topics
Question 2	The Consumer	10	Term 2 topics
Question 3	Food and Nutrition	10	Term 2 topics
Question 4	Clothing	10	Term 3 topics
	Fibres and Fabrics	0	-----
Question 5	Housing	10	Term 4 topics
Question 6	Entrepreneurship	10	Term 3 topics
Minimum Total		65	
Time allocation		1 hour	

Grade 11 November 2020 - Controlled Test			
	Topic	Weighting of Marks	Content 2020 Revised ATP
<b>Question 1</b>	Short questions (all topics) Term 2-4 Include a variety of question types for short questions	30	Term 2 topics Term 3 topics Term 4 topics
<b>Question 2</b>	The Consumer	20	Term 3 topics
<b>Question 3</b>	Food and Nutrition	30	Term 2 topics
	Design elements and principles	0	Assessed in Term 1
	Fibres and Fabrics	0	
<b>Question 4</b>	Housing	20	Term 3 topics
<b>Question 5</b>	Entrepreneurship	30	Term 4 topics
<b>Minimum Total</b>		<b>130</b>	
<b>Time allocation</b>		2 hours	

### Criteria for setting a Marking Guideline for the Controlled Test in Grades 10 and 11

- 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✓(Wingdings 2)
- Include all the alternative responses that are considered as correct answers on the Marking Guideline.

### Revised 2020 Grades 10 and 11 Practical Lessons

- **Grades 10 and 11:** Each learner must do the prescribed number of Practical Lessons in preparation of the PAT.
- Examples of suggested products for the Practical Lessons are reflected in the Teaching plans for each practical option.

### Revised 2020 Grades 10 and 11 Practical Assessment Task (PAT)

- The school is responsible to provide the funds and resources for the Practical Assessment Task (PAT) to be implemented.
- The PAT for Grades 10 and 11 will be set and moderated internally.
- It is compulsory to include only *those skills and techniques* for assessment in the PAT that were completed in the Practical Lessons.
- The practical tests (*Grades 10-11*) 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.

- The Exemplar PAT task provided, may be used as a framework for the design and development of the PAT for the school.
- The PAT should be administered under controlled, examination conditions.
- The quality and standard of the PAT will be approved by the Subject Advisor/ Provincial Subject Head.
- All Levels of Moderation must be implemented.

## 9. DANCE STUDIES

### GRADE 10 & 11

ADJUSTED GRADE 10 and 11 ANNUAL PROGRAMME OF ASSESSMENT FOR DANCE STUDIES			
SCHOOL BASED ASSESSMENT (SBA) (Internal)			FINAL EXAMINATION (Internal)
Term One	Term Two	Term Three	Term Four
TASK 1 Written Test 25 Marks	TASK 2 Paper 1 Mid-year Written Examination 100 Marks	TASK 3 Research Task 25 Marks	TASK 5 Paper 1 Final Written Controlled Test 80 Marks
10%		25%	10%
Evaluation Task 25 Marks	Paper 2 Mid-year Practical Examination 100 Marks	Evaluation Task 25 Marks	Paper 2 Final Practical Examination 80 Marks
10%		15%	10%
	TASK 4 Performance Assessment Task (PAT)  Practical Section = 50 Marks Process = 30 marks Term 2 Product = 20 marks Term 3 Written Section = 50 Marks Process = 30 marks Term 2 Product = 20 marks Term 3		
	100 Marks = 20 %		
SBA 60% + PAT 20% + FINAL examinations 20%			

**At the end of Grade 10 and 11 Dance Studies learners will be marked as follow:**

Paper 1 Theory Test (internally set – Term 4)	10%	80 marks = 10%
Paper 2 Practical examination (internally set Term 4)	10%	80 marks = 10%
PAT – Written and practical component(internally set term 2 and 3)	20%	100 marks = 20%
<b>SBA comprising of:</b> Term 1 Written test Term 1 Evaluation task Term 3 Research task Term 3 Evaluation task	<b>60%</b> 10% 10% 25% 10%	60 marks = 60%
<b>Total:</b>	<b>100%</b>	

## CHANGES TO FINAL PRACTICAL EXAMINATION – POST COVID-19

Learners will be examined individually and filmed for moderation purposes.

Each learner will perform

- a technical solo
- a performance solo
- unseen improvisation

## THEORY

Content: This will be based on what teachers have managed to cover in the year. However, all three topics should be included in the final written paper.

**These are suggested areas that could be incorporated in the final paper**

TOPIC	GRADE 10	GRADE 11
1	<ul style="list-style-type: none"><li>• Dance conventions and values</li><li>• Safe dance practice</li><li>• Developing fitness</li><li>• Different dance forms</li><li>• Own dance major - technique</li></ul>	<ul style="list-style-type: none"><li>• Dance conventions and values</li><li>• Safe dance practice</li><li>• Developing fitness</li><li>• Movement vocabulary – principles, styles,</li><li>• Performance skills</li></ul>
2	<ul style="list-style-type: none"><li>• Improvisation</li><li>• Dance elements</li><li>• Choreographic processes – reflection on PAT</li></ul>	<ul style="list-style-type: none"><li>• Improvisation</li><li>• Dance elements</li><li>• Performance spaces</li><li>• Choreographic elements</li><li>• Choreographic processes – reflection on PAT</li></ul>
3	<ul style="list-style-type: none"><li>• Cultural/theatrical dance</li><li>• History of dance major</li><li>• Reflection on research task</li><li>• One dance work and choreographer</li></ul>	<ul style="list-style-type: none"><li>• Functions of dance in society</li><li>• History of dance major</li><li>• Reflection on research task</li><li>• One dance work and choreographer</li></ul>

**FINAL WRITTEN PAPER 1 TERM 4 should include:**

**Low 30% questions**

**Medium 40% questions**

**High 30% questions**

**There are two sections in the paper:**

**SECTION A: ANATOMY AND HEALTH CARE = 30 MARKS (TOPIC 1)**

**SECTION B: DANCE HISTORY AND LITERACY = 50 MARKS (TOPIC 2 AND 3)**

**IMPORTANT NOTES TO THE GRADE 10 & 11 DANCE STUDIES TEACHER**

- Ensure that **social distancing** is followed at all times in the dance class.

## 10. DESIGN

### GRADE 10 & 11

At the end of Grade 10 and 11 Design learners will be marked as follow:

Paper 1 Theory Test (internally set – Term 4)	10%	50 marks / 5 = 10%
Paper 2 Practical examination (internally set Term 3 & 4)	10%	50 marks / 5 = 10%
Retrospective (PAT) exhibition	20%	100 marks / 5 = 20%
SBA	60%	350 marks x 2 = 700/ 7 = 100 x 60%
<b>Total:</b>	<b>100%</b>	

### CHANGES FOR THIS YEAR TO SBA (POST-COVID 19):

No June (mid-year examination) in second term, but a Formal Test in Term 2 (Total will now be 350 marks converted to 100)

ANNUAL PROGRAMME OF ASSESSMENT FOR DESIGN – GRADES 10-11			
<ul style="list-style-type: none"> <li><b>SCHOOL BASED ASSESSMENT 60%</b> 150 Marks + 150 Marks + 50 Marks = 350 converted to 100 Marks converted to 60% (SBA)</li> </ul>			<b>EXAMINATION 20%</b> 50+50 = 100 converted to 20%
<ul style="list-style-type: none"> <li><b>TERM 1</b></li> <li><b>150 MARKS</b></li> </ul>	<ul style="list-style-type: none"> <li><b>TERM 2</b></li> <li><b>150 MARKS</b></li> </ul>	<ul style="list-style-type: none"> <li><b>TERM 3</b></li> <li><b>50 MARKS</b></li> </ul>	<ul style="list-style-type: none"> <li><b>TERM 4</b></li> <li><b>100 MARKS</b></li> </ul>
<ul style="list-style-type: none"> <li>TASK 1</li> <li>THEORY TEST</li> <li>(summative assessment)</li> <li>50 Marks</li> </ul>	<ul style="list-style-type: none"> <li>TASK 3</li> <li>THEORY TEST</li> <li>(summative assessment)</li> <li>50 Marks</li> </ul>	<ul style="list-style-type: none"> <li>TASK 5</li> <li>THEORY TEST</li> <li>(summative assessment)</li> <li>50 Marks</li> </ul>	<ul style="list-style-type: none"> <li>TASK 7.1</li> <li>THEORY TEST</li> <li>(summative assessment)</li> <li>Minimum 50 Marks</li> <li>1 hour Gr.10</li> <li>2 hours Gr.12</li> </ul>
16.7%	16.6%	16.7%	50%
<ul style="list-style-type: none"> <li>TASK 2</li> <li>PRACTICAL PROCESS</li> <li>Topic 1</li> <li>(formative assessment)</li> <li>100 Marks</li> </ul>	<ul style="list-style-type: none"> <li>TASK 4</li> <li>PRACTICAL PROCESS</li> <li>Topic 1</li> <li>(formative assessment)</li> <li>100 Marks</li> </ul>	<ul style="list-style-type: none"> <li>TASK 7.2.1</li> <li>END OF YEAR P2 PRACTICAL PROCESS</li> <li>(summative assessment)</li> <li>(25 Marks)</li> </ul>	<ul style="list-style-type: none"> <li>TASK 7.2.2</li> <li>END OF YEAR PRODUCT</li> <li>(summative assessment)</li> <li>(25 Marks)</li> </ul>
25%	25%	25%	25%

TASK 6			
PRACTICAL ASSESSMENT TASK (PAT) (Continuous assessment from Term 1 – Term 3)			
TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> <li>PRODUCT 1</li> <li>Topic 2</li> <li>(formative assessment)</li> <li>100 Marks</li> </ul>	<ul style="list-style-type: none"> <li>PRODUCT 2</li> <li>Topic 2</li> <li>(formative assessment)</li> <li>100 Marks</li> </ul>	<ul style="list-style-type: none"> <li>PAT EXHIBITION</li> <li>PROCESS</li> <li>(Internally assessed in term 4)</li> </ul>	<ul style="list-style-type: none"> <li>PAT: EXHIBITION</li> <li>(holistic assessment)</li> <li>100 MARKS</li> </ul>

25%	25%	25%	25%
• Internally Assessed Artwork (Terms 1 + 2) = 50 Marks		• Holistic assessment of PROCESS & EXHIBITION = 50 Marks	
100 +100 + 100 = 300 converted to 20%			

### AMENDMENTS TO PAT (RETROSPECTIVE EXHIBITION) – POST COVID-19

- The Product(s) (Topic 2) from the two Practical projects are compulsory.
- The **exhibition** need only to consist of the finished products (Topic 2) from the two practical projects completed during term 1 to term 2, innovatively presented with the purpose to market/promote the products (merchandising) / present new sustainable ideas / solution to a identified problem. Learners must concentrate on / demonstrate their entrepreneurial skill.
- Term 3 will thus be used to:
  - complete Product 2 (Topic 2) of TASK 6
  - Start working on TASK 7.2.1 - Practical examination Paper 2 - Process (Topic 1).
  - Plan and prepare for the retrospective exhibition.
- The proses book/s, although already assessed, must be displayed to demonstrate the, development to the final Product/s.
- Due to specific circumstances of this year and the importance of social distancing, the retrospective exhibition need not be a physical exhibition, but can take the form of a:**
  - Designer's pitch when presenting his/her work to prospective clients, with a short video (by the use of cellphone). The video clip may include PowerPoint slides and should feature the promotion of products (PAT 1 and PAT 2).
  - PowerPoint presentation
  - Product Demo video
  - Advert or Promotion video
  - Window display
  - In store display
  - online portfolio (e-portfolio)
  - Catalogue
  - Expo stall / Fashion show (mock-up/display)
  - Interpretive exhibition (a display which engages the viewer in a visual or physical conversation through the use of elements such as text, objects, videos or interactive display).
  - Presenting new sustainable ideas and non-commercial solutions in an innovative way

Innovatively set up/staged window display/in store display to promote your products (PAT 1 and PAT 2). Photographed.

- Innovatively present a proposed solution to a problem that has been identified

The learner must show substantial evidence of his/her practical design development by discussing the problem statement, concept, innovation, functionality, process and technical skills involved in the presented products/idea.

The candidate should show his/her understanding of design in a business context and how it applies to the presented products/ideas (defined target market, trends that influenced the product, visual merchandising of the product, SWOT-analysis, economic value, etc.).

The candidate should show an understanding of/and apply theoretical knowledge related to the presented products/ideas. (E.g. application/use of Design elements/Principles /influences from Design movements/ Socio-cultural/environmental/sustainable value/awareness).

## THEORY

### Content:

THEME	GRADE 10	GRADE 11
<b>1</b>	<b>Design literacy</b> <ul style="list-style-type: none"> <li>• Basic knowledge of the theory and the terminology that underpins and describes design in both theory and practice.</li> </ul>	<b>Design literacy</b> <ul style="list-style-type: none"> <li>• Knowledge of the theory and the terminology that underpins and describes design in both theory and practice.</li> </ul>
<b>2</b>	<b>History of design</b> <ul style="list-style-type: none"> <li>• Basic knowledge that underpins the historical development, characteristics and influences of styles in design (including the classical design). design in a socio-cultural/environmental and sustainable context</li> </ul>	<b>History of design</b> <ul style="list-style-type: none"> <li>• Sound knowledge of the historical development, characteristics and influences of styles in design.</li> <li>• design in a socio-cultural/environmental and sustainable context</li> </ul>
<b>3</b>	<b>Demonstrates an awareness of how design shapes the physical and the social environment.</b> <ul style="list-style-type: none"> <li>• Understand and explain ways in which design can be used to benefit society.</li> <li>• Explore and interpret signs and symbols in our world.</li> </ul>	<b>Critically reflect on how design shapes the physical and the social environment.</b> <ul style="list-style-type: none"> <li>• Demonstrate ways in which design can be used to benefit society.</li> <li>• Understand signs and symbols, stereotyping, bias and prejudice in design.</li> </ul>

### Reorganising and changes to accommodate reduced time:

	GRADE 10	GRADE 11
<b>Topics 3</b> <b>Design theory:</b> <ul style="list-style-type: none"> <li>• <b>design literacy</b></li> <li>• <b>history of design</b></li> <li>• <b>design in a socio-cultural/ environmental and sustainable context</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to visual communication: symbolic language</li> <li>• (Will be done very basically for 2020 Gr.10 and properly in Gr.11)</li> </ul>	<ul style="list-style-type: none"> <li>• Industrial Revolution and the Arts and Crafts Movement (Will be done very basically for 2020 Gr.11 and properly in Gr.12 2021)</li> <li>• Art Nouveau, 1880 – 1905</li> <li>• The Bauhaus, 1900 – 1930</li> <li>• Art Deco, 1925 – 1939</li> </ul>

	2021) because it is introductory for : <ul style="list-style-type: none"> <li>History of typography in Gr.11</li> <li>Signs and symbols (Will be done very basically for 2020 Gr.10 and properly in Gr.11 2021) because it is introductory for:</li> <li>stereotyping, bias and prejudice in design in Gr.11</li> <li>Industrial Revolution and the Arts and Crafts Movement (Will be omitted or done very basically for 2020 Gr.10 and properly in Gr.11 2021) because it is introductory for studies on movements in Gr.11 and 12</li> </ul>	<ul style="list-style-type: none"> <li>Scandinavian design</li> <li>De Stijl</li> <li>The Modernist Age, 1935 – 1955 (Will be done very basically for 2020 Gr.11 and properly in Gr.12 2021) because it is revised in Term 1 in Gr. 12</li> </ul>
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#### FINAL PAPER 1 CONTROLLED TEST should include:

- Design literacy questions
- Design History - Essays and comparisons
- Design in a Socio-cultural/ Environmental and Sustainable Context questions
- It is important to follow the format of the Grade 12 NCS papers. Design Literacy questions of 'unseen' design products MUST be included in each question.

#### IMPORTANT NOTES TO THE GRADE 10 & 11 DESIGN TEACHER

- Ensure that **social distancing** are followed at all times in the design class. This would include e.g. when cleaning equipment, using tools in certain disciplines, putting up exhibition, Paper 2 final practical test, etc.

#### PAT EXHIBITION – Inspiration/idea links

Design Thinking; New Innovative Thinking for New Problems	<a href="https://www.interaction-design.org/literature/article/design-thinking-new-innovative-thinking-for-new-problems">https://www.interaction-design.org/literature/article/design-thinking-new-innovative-thinking-for-new-problems</a>
Creative Problem Solving Finding innovative Solutions to Challenges	<a href="https://www.mindtools.com/pages/article/creative-problem-solving.htm">https://www.mindtools.com/pages/article/creative-problem-solving.htm</a>
31 Creative presentation ideas - YouTube	<a href="https://www.youtube.com/watch?v=BuB7lhWZnJs">https://www.youtube.com/watch?v=BuB7lhWZnJs</a>
Curators tour of Graphic Design now – YouTube	<a href="https://www.youtube.com/watch?v=h4wuHplQO58">https://www.youtube.com/watch?v=h4wuHplQO58</a>
Create a virtual art gallery using Google slides - YouTube	<a href="https://www.youtube.com/watch?v=mqXBT7CB0X4&amp;feature=youtu.be">https://www.youtube.com/watch?v=mqXBT7CB0X4&amp;feature=youtu.be</a>
E-PORTFOLIO examples	<a href="https://zanne303.wixsite.com/mysite">https://zanne303.wixsite.com/mysite</a>

	<a href="https://lizam009.wixsite.com/liza-2">https://lizam009.wixsite.com/liza-2</a>
	<a href="https://vanzylanais.wixsite.com/anaisontwerp2">https://vanzylanais.wixsite.com/anaisontwerp2</a>
	<a href="https://daneverwey.wixsite.com/wix-3">https://daneverwey.wixsite.com/wix-3</a>
	<a href="https://hannemie.wixsite.com/hannemie1">https://hannemie.wixsite.com/hannemie1</a>
Pitch this – How to present design work to clients like a pro - YouTube	<a href="https://www.youtube.com/watch?v=rOGAJw_m3n_M">https://www.youtube.com/watch?v=rOGAJw_m3n_M</a>
Pitch this – How to talk about Design like a pro	<a href="https://www.youtube.com/watch?v=3jBen84xtSM">https://www.youtube.com/watch?v=3jBen84xtSM</a>
Advertising pitch presentation - YouTube	<a href="https://www.youtube.com/watch?v=Wauso8rwlJs">https://www.youtube.com/watch?v=Wauso8rwlJs</a>
Pitch example - YouTube	<a href="https://www.youtube.com/watch?v=Eu3kJlkwaw">https://www.youtube.com/watch?v=Eu3kJlkwaw</a>
How to make a product demo video -YouTube	<a href="https://www.youtube.com/watch?v=A8YZB_T0t3U">https://www.youtube.com/watch?v=A8YZB_T0t3U</a>
Pitch this – How to present design work to clients like a pro - YouTube	<a href="https://www.youtube.com/watch?v=rOGAJw_m3n_M">https://www.youtube.com/watch?v=rOGAJw_m3n_M</a>
Product presentation (example) - YouTube	<a href="https://www.youtube.com/watch?v=NoZ8S3UgDh0">https://www.youtube.com/watch?v=NoZ8S3UgDh0</a>
Pitch deck examples – using powerpoint slided - YouTube	<a href="https://www.youtube.com/watch?v=uuxnzuH3XiM">https://www.youtube.com/watch?v=uuxnzuH3XiM</a>
Slide design for Powerpoint presentation	<a href="https://www.youtube.com/watch?v=QM2mhjr_nEI">https://www.youtube.com/watch?v=QM2mhjr_nEI</a>
Product presentation on Powerpoint – YouTube	<a href="https://www.youtube.com/watch?v=CFaUSD_BiDAw">https://www.youtube.com/watch?v=CFaUSD_BiDAw</a>
Product presentation on Powerpoint – example (shampoo) YouTube	<a href="https://www.youtube.com/watch?v=1t6FjZUQuf8">https://www.youtube.com/watch?v=1t6FjZUQuf8</a>
Most creative stand at Design Indaba Expo 2012 - YouTube	<a href="https://www.youtube.com/watch?v=9ymdMJ_malmc">https://www.youtube.com/watch?v=9ymdMJ_malmc</a>
Most creative stand at Design Indaba Expo 2013 - YouTube	<a href="https://www.youtube.com/watch?v=OSXqVG_miyPM">https://www.youtube.com/watch?v=OSXqVG_miyPM</a>
Curators tour of Graphic Design now – YouTube	<a href="https://www.youtube.com/watch?v=h4wuHplQO58">https://www.youtube.com/watch?v=h4wuHplQO58</a>
Visual merchandising	<a href="https://www.youtube.com/watch?v=x_gelc-gps8">https://www.youtube.com/watch?v=x_gelc-gps8</a>

**DRAMATIC ARTS - 2020 PROMOTION REQUIREMENTS GRADE 10 & 11**

This document aims to provide Dramatic Arts teachers with guidance regarding the:

- Minimum content to be covered should they exercise their professional judgement for School-Based Assessment trimming of the grade 10 and/or 11 Annual Teaching Plan (ATP) based on Circular S3 of 2020.
- School-Based Assessment (SBA) and End-Of-Year Examination.

**DRAMATIC ARTS GRADE 10 AND 11**

<b>GRADE 10 &amp; 11</b>	<b>REQUIREMENTS</b>	<b>WEIGHTING</b>	<b>COMMENTS</b>
<b>SBA</b>	None		<p>The Mid-Year Written Examinations were not administered for 2020 due to Covid 19. These two tasks are the SBA tasks.</p> <ul style="list-style-type: none"> <li>• Task 3: Mid-Year Performance Examination (150)</li> <li>• Task 4: Mid-Year Performance Examination (150)</li> </ul> <p>These will not be included as SBA.</p>
<b>SBA/PAT</b>	<p><b>Task 1:</b> Performance Assessment Task</p> <ul style="list-style-type: none"> <li>• Written Section (25)</li> <li>• Performance Section (25)</li> </ul> <p><b>Task 2:</b> Performance Assessment Task</p> <ul style="list-style-type: none"> <li>• Written Section (25)</li> <li>• Performance Section (25)</li> </ul> <p><b>Task 5:</b> Performance Assessment Task</p> <ul style="list-style-type: none"> <li>• Written Section (25)</li> <li>• Performance Section (25)</li> </ul>	<b>60%</b>	These tasks remain as they are and must be administered
<b>Examination Components</b>	<p><b>Task 6:</b> End-of-Year Theory Control Test <b>2 hours (100)</b></p> <p><b>Task 7:</b> End-of-Year Performance Examination</p>	<b>40%</b>	<p>Both Tasks 6 and 7 must be administered.</p> <p><b>Task 6: The End-of-Year Written Examination:</b> This End-of-Year Written Examination must still be administered but must be adapted to an End-of-Year Written Control Test. Although there is an adaptation it is important that the format of the External Written Examination still be maintained: e.g.:</p> <ol style="list-style-type: none"> <li>1. Section A: Essay question</li> <li>2. Section B: Play Text 1</li> <li>3. Section C: Play Text 2</li> <li>4. Section D: Theatre History and Practical skills, content and concepts</li> </ol> <p>The mark allocation for the End-of-Year Written Examination was 150 marks, this will now decrease to 100 marks for the End-of-Year Written Control Test.</p>

			<p>The duration of the Written Examination was 3 hours and will for the Written Control Test be decreased to <b>1 hour</b>. All the CAPS Topics must be covered.</p> <p><b>Task 7: The End-of-Year Performance Examination:</b></p> <p><b>Only Individual Programmes must be administered</b> All candidates must select either one of the following options:</p> <p><b>Adapted Individual Audition Programme:</b></p> <ul style="list-style-type: none"> <li>• The duration of each candidate's performance may not be more than 5 minutes.</li> <li>• The programme must consist of three contracting Dramatic Items.</li> <li>• <b>Contrasting in Genre being:</b> African Drama Forms / Greek Theatre / Commedia dell' Arte / Elizabethan Theatre/Realism / South African Theatre / Theatre of the Absurd/Epic Theatre / Post Modern Theatre</li> <li>• <b>AND Contrasting in Dramatic Item form being:</b> Poem/Monologue/Prose/Praise Poem/Theatrical Musical Item/Movement / Physical Theatre/Storytelling etc.</li> <li>• The format of the Audition programme must be: <ol style="list-style-type: none"> <li>1. Dramatic Item 1 +</li> <li>2. Link +</li> <li>3. Dramatic Item 2 +</li> <li>4. Link +</li> <li>5. Dramatic Item 3</li> </ol> </li> </ul> <p>Or a</p> <p><b>Technical Theatre programme.</b></p> <ol style="list-style-type: none"> <li>1. Theatre design or</li> <li>2. Theatre stage management or</li> <li>3. Theatre costume design or</li> <li>4. Theatre make up design or</li> <li>5. Theatre directing of a five-minute one-person performance</li> <li>6. Short 2-minute Film</li> </ol> <p>See the CAPS, PAT and Examination Guidelines for detailed instructions and guidelines.</p>
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## 12. ECONOMICS

### GRADE 10 – NOVEMBER 2020

## Controlled Test Guidelines

Please note the following:

1. The Two examination question papers will be replaced with **ONE Controlled Test** which is a combination of Paper 1 and Paper 2 topics.
2. The test must be written under controlled conditions.
3. The test must be written out of 80 marks for 1 hour.
4. Pre and post moderation protocols must be adhered to ensure standards are complied with.
5. The test should cover the different cognitive levels as outlined in the Revised Section 4 of CAPS. The split of (30/40/30) to low, medium and high cognitive levels respectively must be adhered to.
6. The 6 topics listed below is a minimum. If educators have completed more topics than indicated, they may add those topics with the listed topics if they feel it will prepare their learners better for Grade 11.

<b>SCOPE</b>	
<b>MACROECONOMICS</b>	<b>MICROECONOMICS</b>
Topic 1 – Basic concepts	Topic 5 - Dynamics of markets
Topic 2 – Basic economic problem	Topic 6 – Production Possibility Curve
Topic 3 – Circular flow and quantitative Elements	
Topic 4 – Business cycles	
<b>Guidelines for essays</b>	
<b>Macroeconomics (Focus essays)</b>	<b>Microeconomics (Focus essays)</b>
1. Circular flow 2. Business cycle features	7. Price formation 8. Production Possibility Curve

The **CONTROLLED TEST** will have the following structure: **Marks 80.**

<b>STRUCTURE OF CONTROLLED TEST : Total marks - 80</b>	
<b>Section A – [20]</b> Q1- Compulsory: Questions from all Topics: Topics 1, 2, 3, 4, 5, and 6.	<ul style="list-style-type: none"><li>• Multiple choice (10)</li><li>• Matching (6)</li><li>• Concepts (4)</li></ul>
<b>Section B – [30]</b> -Answer ONE of the two questions of 30 marks. Q2- Macro- and Microeconomics Q3- Macro- and Microeconomics	<ul style="list-style-type: none"><li>• 2 x 2 mark questions</li><li>• 1 x 10 marks data response</li><li>• 1 x 8 marks middle order question OR 2 X 4 marks middle order questions</li><li>• 1 x 8 marks higher order question</li></ul>
<b>Section C – [30]</b> Answer ONE essay from 2 topics. (See Suggested guideline above) Q5- Macroeconomics Q6- Microeconomics	Essay must have the following structure. <ul style="list-style-type: none"><li>• Introduction (2 marks)</li><li>• Body: Main part (20 marks) and Additional Part (6 marks)</li><li>• Conclusion (2 marks)</li></ul>

## Programme of Assessment

### **The Revised Programme of Assessment for Grade 10:**

	Term 1		Term 2		Term 3		Term 4		
Assessment	Assignment	Test	Assignment	Midyear examination	Case Study	Test	Year-mark	Controlled Test	Total
Marks *	50	100	50	Canceled	50	Canceled		80	
Convert to mark out of:	10 (50 ÷ 5)	20 (100 ÷ 5)	20 (50 ÷ 2,5)	-1	10 (50 ÷ 5)	-1	60	40 (80 ÷ 2)	100
Term weighting	25	75	25	N/A	25	N/A			

## GRADE 11

### NOVEMBER- Common Tests Guideline

Please note the following:

1. The Two examination question papers will be replaced with **ONE Controlled Test** which is a combination of Paper 1 and Paper 2 topics.
2. The test will be written out of 150 marks with a duration of 2 hours.
3. The test should be written under controlled conditions.
4. The test should cover the different cognitive levels as outlined in the Revised Section 4 of CAPS. The split of (30/40/30) to low, medium and high cognitive levels respectively must be adhered to.
5. Pre and post moderation protocols must be adhered to, to ensure standards are complied with.
6. The 8 topics listed below is a minimum. If educators have completed more topics than indicated, they may to replace those topics with other topics done if they feel it will better prepare their learners for Grade 12.

SCOPE	
<b>Macroeconomics + economic pursuits</b>	<b>Micro-economics</b>
Topic 1 – Factors of Production	Topic 5 - Relationship between markets
Topic 2 – Circular flow and Quantitative elements	Topic 6 - Production Costs and revenue and market structures
Topic 3 – Economic Systems	Topic 7- Price Elasticity
Topic 4 – Economic Structure	
Topic 8 - Economic Growth	
Guidelines for essays	
<b>(Focus essays)</b> 3. <u>Entrepreneurship</u> as a factor of production (T1) 4. Mixed economy (T3) 5. Different methods used to distribute income and wealth. (T8)	<b>(Focus essays)</b> 1. FOUR broad types of <i>market structures</i> (T5) (perfect competition, monopolistic competition, oligopoly and monopoly). 2. Different forms of price elasticity of demand 3. Discuss in detail the demand and supply relationships in markets with the aid of graphs (complements and substitutes)
Essays should assess content that has not been assessed in Section B	

The paper will have the following structure: Marks 150.

**STRUCTURE OF QUESTION PAPER : Total marks -150- duration - 2hours**

<b>Section A – [30]</b> Q1- Compulsory: Questions from all topics. <b>Macroeconomics + economic pursuits</b> - (1,2,3,4 and 8) and <b>Micro-economics</b> (5.6.7)	<ul style="list-style-type: none"> <li>Multiple choice (16)</li> <li>Matching (8)</li> <li>Concepts (6)</li> </ul>
<b>Section B – [80]</b> Answer 2 of 3 questions of 40 marks. Q2- <b>Macroeconomics + economic pursuits</b> Q3- <b>Micro-economics</b> Q4- Combination of <b>Macroeconomics + economic pursuits</b> and <b>Micro-economics</b>	<ul style="list-style-type: none"> <li>2x 2 marks questions</li> <li>2 x 10 marks data response</li> <li>8 marks middle order question</li> <li>8 mark higher order question</li> </ul>
<b>Section C – [40]</b> Answer ONE essay from 2 topics. (See Suggested guideline above) Q5- <b>Macroeconomics / economic pursuits</b> Q6- <b>Micro-economics</b>	Essay must have the following structure. <ul style="list-style-type: none"> <li>Introduction (2 marks)</li> <li>Body : Main part (26 marks) Additional Part (10 marks)</li> <li>Conclusion (2 marks)</li> </ul>

### Programme of Assessment

The Revised Programme of Assessment for Grade 11:

	Term 1		Term 2		Term 3		Term 4		
Assessment	Assignment	Test	Assignment	Midyear examination	Case Study	Test	Year-mark	Controlled Test	Total
Marks *	50	100	50	Canceled	50	Canceled		150	
Convert to mark out of:	10 (50 ÷ 5)	20 (100 ÷ 5)	20 (50 ÷ 2,5)	-1	10 (50 ÷ 5)	-1	60	40 (150 ÷ 3,75)	100
Term weighting	25	75	25	N/A	25	N/A			

**Mechanical Technology: Power systems Electronics and Digital Electronics**  
**Programme of Assessments in Grades 10 & 11**

<b>Programme of Assessment</b>		
<b>School Based Assessment SBA</b>	<b>Practical Assessment Task PAT</b>	<b>Controlled Test</b>
<b>60%</b>	<b>20%</b>	<b>20%</b>

**Grade10**

<b>Revised Assessment criteria</b>			
<b>Term</b>	<b>Task</b>	<b>weighting</b>	<b>marks</b>
<b>1</b>	<b>Assignment</b>	<b>10%</b>	<b>50</b>
<b>2</b>	<b>Test</b>	<b>50 %</b>	<b>50</b>
<b>3</b>	<b>PAT</b>	<b>20%</b>	<b>90</b>
<b>4</b>	<b>Final Test</b>	<b>20%</b>	<b>60</b>

**Examination weighting in Power Systems**

<b>ELECTRICAL TECHNOLOGY – POWER SYSTEMS Grade 10</b>		
<b>Question</b>	<b>Topic</b>	<b>Marks +/- 4 Marks</b>
Question 1	Occupational Health and Safety	10
Question 2	Tools and measuring instruments	10
Question 3	Basic Principles of Electricity	10
Question 4	Electronic Components	10
Question 5	Domestic Installations	10
Question 6	Principles of Magnetism	10
	<b>Total</b>	<b>60</b>

**Examination weighting in Electronics**

<b>ELECTRICAL TECHNOLOGY – ELECTRONICS Grade 10</b>		
<b>Question</b>	<b>Topic</b>	<b>Marks +/- 4 Marks</b>
Question 1	Occupational Health and Safety	10
Question 2	Tools and measuring instruments	10
Question 3	Basic Principles of Electricity	10
Question 4	Power Sources	10
Question 5	Electronic Components	10
Question 6	Communication Systems	5
Question 7	Principles of Magnetism	5
	<b>Total</b>	<b>60</b>

<b>ELECTRICAL TECHNOLOGY – DIGITAL ELECTRONICS Grade 10</b>		
<b>Question</b>	<b>Topic</b>	<b>Marks +/- 4 Marks</b>
Question 1	Occupational Health and Safety	10
Question 2	Tools and measuring instruments	10
Question 3	Basic Principles of Electricity	10
Question 4	Power Sources	10
Question 5	Electronic Components	10
Question 6	Communication Systems	5
Question 7	Principles of Magnetism	5
	Total	60

**Grade 11**

<b>Revised Assessment criteria</b>			
<b>Term</b>	<b>Task</b>	<b>weighting</b>	<b>marks</b>
<b>1</b>	<b>Assignment</b>	<b>10%</b>	<b>50</b>
<b>2</b>	<b>Test</b>	<b>50%</b>	<b>50</b>
<b>3</b>	<b>PAT</b>	<b>20 %</b>	<b>50</b>
<b>4</b>	<b>Test</b>	<b>20%</b>	<b>120</b>

**Examination weighting in Power Systems**

<b>ELECTRICAL TECHNOLOGY – POWER SYSTEMS Grade 11</b>		
<b>Question</b>	<b>Topic</b>	<b>Marks +/- 4 Marks</b>
Question 1	Occupational Health and Safety	10
Question 2	Tools and measuring instruments	10
Question 3	DC Machines	10
Question 4	Single Phase AC Generation	15
Question 5	Single Phase Transformers	15
Question 6	RLC	20
Question 7	Control Devices	10
Question 8	Single Phase Motors	15
Question 9	Power Supplies	15
	Total	120

**Examination weighting in Electronics**

<b>ELECTRICAL TECHNOLOGY – ELECTRONICS Grade 11</b>		
Question	Topic	Marks +/- 4 Marks
Question 1	Occupational Health and Safety	10
Question 2	Tools and measuring instruments	10
Question 3	RLC	20
Question 4	Waveforms	15
Question 5	Semiconductor Devices	25
Question 6	Power Supplies	15
Question 7	Amplifiers	15
Question 8	Sensors and Transducers	10
	Total	120


**Examination weighting in Digital Electronics**

<b>ELECTRICAL TECHNOLOGY – DIGITAL ELECTRONICS Grade 11</b>		
Question	Topic	Marks +/- 4 Marks
Question 1	Occupational Health and Safety	10
Question 2	Tools and measuring instruments	10
Question 3	Waveforms	15
Question 4	RLC	20
Question 5	Semiconductor Devices	25
Question 6	Logics	30
Question 7	Power Supplies	15
Question 8	Sensors and Transducers	10
	Total	120

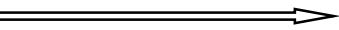
### Amended 2020 Annual Formal Assessment Recording Programmes for Grade s 10 & 11

The amended annual formal assessment recording programmes are an overview of 2020 academic year's **minimum compulsory formal assessment tasks** that **must be recorded**. ALL the compulsory formal assessment tasks must contribute to the final promotion mark.

#### Grade 10

<b><u>Amended 2020 EGD/GRDS Grade 10</u> Formal Assessment Recording Programme</b>					
Assessment Tasks	Term 1	Term 2	Term 3	Term 4	% of Final Promotion Mark
Test	1				24%
Course Drawings (CDs)	3		5	1	36%
Practical Assessment Task (PAT)	 Do over first 3 terms and record for the Final Promotional Mark only.			1	20%
Final Controlled Test				1	20%
<b>TOTAL</b>					<b>100%</b>

#### Grade 11

<b><u>Amended 2020 EGD/GRDS Grade 11</u> Formal Assessment Recording Programme</b>					
Assessment Tasks	Term 1	Term 2	Term 3	Term 4	% of Final Promotion Mark
Test	1				24%
Course Drawings (CDs)	4		4	1	36%
Practical Assessment Task (PAT)	 Do over first 3 terms and record for the Final Promotional Mark only.			1	20%
Final Controlled Test				1	20%
<b>TOTAL</b>					<b>100%</b>

## 10 &amp; 11

Grade	Formal School Based Assessment (SBA):	SBA Weightings	Final Assessment	Total
10	<b>60% of Final Promotion Mark</b>  <b>9 x Course Drawings (CDs):</b> <ul style="list-style-type: none"> <li>Freehand drawing</li> <li>Geometrical construction</li> <li>Ellipse</li> <li>Isometric drawing</li> <li>1st mechanical drawing</li> <li>2nd mechanical drawing</li> <li>Civil floor plan</li> <li>Civil sectional elevation</li> <li>Solid geometry</li> </ul> <b>1 x Controlled Tests</b> (term 1 test)	<b>CDs = 90 marks</b> <ul style="list-style-type: none"> <li>Each CD = 10 marks</li> <li>9 x 10 = 90 marks</li> <li><b>All CDs = 36% of Final Promo. mark</b></li> <li><b>Each CD = 4% of Final Promo. mark</b></li> <li><b>All CDs = 60% of SBA mark</b></li> </ul> <b>Test = Min 50 marks</b> <ul style="list-style-type: none"> <li><b>Test = 24% of Final Promo. mark</b></li> <li><b>Test = 40% of SBA mark</b></li> </ul>	<b>40% of Final Promotion Mark</b>  <b>Final Controlled Test = between 50 - 60 marks</b> <ul style="list-style-type: none"> <li>20% of Final Promo. mark</li> <li>50% of Final Assess. mark</li> </ul> <b>PAT = 100 marks</b> <ul style="list-style-type: none"> <li>20% of Final Promo. mark</li> <li>50% of Final Assess. mark</li> </ul>	
	<b>60%</b>		<b>40%</b>	<b>100%</b>

## Grade 11

Grade	Formal School Based Assessment (SBA):	SBA Weightings	Final Assessment	Total
11	<b>60% of Final Promotion Mark</b>  <b>9 x Course Drawings (CDs):</b> <ul style="list-style-type: none"> <li>Mechanical analytical exercise</li> <li>Mechanical assembly</li> <li>Isometric drawing</li> <li>Two-point perspective</li> </ul>	<b>CDs = 90 marks</b> <ul style="list-style-type: none"> <li>Each CD = 10 marks</li> <li>9 x 10 = 90 marks</li> <li><b>All CDs = 36% of Final Promo. mark</b></li> <li><b>Each CD = 4% of Final Promo. mark</b></li> <li><b>All CDs = 60% of SBA mark</b></li> </ul>	<b>40% of Final Promotion Mark</b>  <b>Final Controlled Test = 120 marks</b> <ul style="list-style-type: none"> <li>20% of Final Promo. mark</li> <li>50% of Final Assess. mark</li> </ul> <b>PAT = 100 marks</b>	

	<ul style="list-style-type: none"> <li>○ Civil floor plan with elevations</li> <li>○ Civil sectional elevation</li> <li>○ Solid geometry</li> <li>○ Loci (Cam)</li> <li>○ Interpenetration &amp; Development</li> </ul>	<b>Test = Min 50 marks</b> <ul style="list-style-type: none"> <li>• <b>Test = <u>24 %</u> of <u>Final Promo. mark</u></b></li> <li>• <b>Test = <u>40%</u> of SBA mark</b></li> </ul>	<ul style="list-style-type: none"> <li>○ <b><u>20%</u> of <u>Final Promo. mark</u></b></li> <li>○ <b><u>50%</u> of Final Assess. mark</b></li> </ul>	
	<b>1 x Controlled Tests</b> (term 1 test)			
	<b>60%</b>		<b>40%</b>	<b>100%</b>

The amended 2020 Programme of Assessment for Engineering Graphics and Design (EGD) in Grades 10 and 11 comprise TEN tasks, i.e. NINE Course Drawings and ONE Controlled Test from term 1, which are internally assessed. The TEN tasks completed during the school year make up **60%** of the Final Promotional Mark for EGD, while the end-of-year final assessment mark comprises of the Final Controlled Test and the Practical Assessment Task (PAT), that make up the remaining **40%** of the Final Promotional Mark for EGD.

### EGD/GRDS Grade 10 Final Controlled Test Structure

The final EGD assessment in Grade 10 will comprise of ONE Final Controlled Test of between 50 to 60-marks, and the PAT that has a final mark allocation of 100-marks. The Final Controlled Test and the PAT will **each contribute 20%** toward the Final Promotion Mark for EGD.

GRADE 10	ONE PAPER ONLY
	<b>Marks: between 50 to 60</b>
	<b>Time: 1 Hour</b>
	<ul style="list-style-type: none"> <li>• <b>Question 1</b> (between <b>25 to 30-marks</b>, and requiring a maximum of <b>30 minutes</b> to complete)</li> <li>• <b>Question 2</b> (between <b>25 to 30-marks</b>, and requiring a maximum of <b>30 minutes</b> to complete)</li> </ul> <p><b>NOTE:</b> If the final total of the two question is not 60-marks, it must be converted to 60-marks!</p> <p>Each question must be on only ONE of the following topics, i.e. only TWO of the following topics are to be assessed in the Major Test:</p> <ul style="list-style-type: none"> <li>• <b>Isometric Drawing</b></li> <li>• <b>Mechanical drawing</b></li> <li>• <b>Civil Drawing</b></li> <li>• <b>Solid Geometry</b></li> </ul> <p><b>NOTE:</b> If ALL the learners of the school completed a Mechanical PAT, Mechanical Drawing should preferably not be one of the topics assessed in the Final Major Test, and If ALL the learners of the school completed a Civil PAT, Civil Drawing should preferably not be one of the topics assessed in the Final Major Test.</p>

## EGD/GRDS Grade 11 Final Controlled Test Structure

The final EGD assessment in Grade 11 will comprise of one Final Controlled Test of approximately 120-marks, and the PAT that has a final mark allocation of 100-marks. The Final Controlled Test and the PAT will each contribute 20% toward the Final Promotion Mark for EGD.

GRADE 11	ONE PAPER ONLY
	<b>Marks: 120</b>
	<b>Time: 2 Hours</b>
	<ul style="list-style-type: none"><li>• <b>Question 1 (±40-marks</b>, and requiring a maximum of <b>40 minutes</b> to complete)</li><li>• <b>Question 2 (±40-marks</b>, and requiring a maximum of <b>40 minutes</b> to complete)</li><li>• <b>Question 3 (±40-marks</b>, and requiring a maximum of <b>40 minutes</b> to complete)</li></ul> <p><b>NOTE:</b> If the final total of the three question is not 120-marks, it must be converted to 120-marks!</p> <p>Each question must be on only ONE of the following topics, i.e. only THREE of the following topics are to be assessed in the Major Test:</p> <ul style="list-style-type: none"><li>• <b>Civil Drawing</b></li><li>• <b>Solid Geometry</b></li><li>• <b>Interpenetration and Development</b></li><li>• <b>Loci of a Cam</b></li></ul> <p><b>NOTE:</b> If ALL the learners of the school completed a Civil PAT, Civil Drawing should preferably not be one of the topics assessed in the Final Major Test. However, if Civil Drawing is to be assessed as one of questions, it may not include roofs or roof detail, electrical features or a site plan!</p>

## 15. GEOGRAPHY

### 2020 Summary of formal assessments expected in Grades 10 & 11

The 2020 Programme of Assessment for Geography in Grades 10 and 11 comprises five tasks which are internally assessed. The four tasks completed during the school year make up 60% of the total mark for Geography, while the end-of-year assessment is the fifth task and makes up the remaining 40%.

Grade 10	Formal Assessment	SBA Weighting (60%)	Final Assessment (40%)	Total
10	Task 1: Essay Task 2: Controlled Test Task 3: Mapwork Task 4: Controlled Test	1 x 20 = 20 1 x 20 = 20 1 x 20 = 20 1 x 20 = 20 <b>80</b>  <u>LM</u> * 80 X 60 = SBA  *Learner Mark	Controlled Test = 60   <u>LM</u> * X 40 = Final Assessment 60 Mark  *Learner Mark	<b>60 (SBA) + 40 (FA*) = 100</b>  * Final Assessment
	<b>Total</b>	<b>60%</b>	<b>40%</b>	<b>100%</b>
11	Task 1: Research Task 2: Controlled Test Task 3: Mapwork Task 4: Controlled Test	1 x 20 = 20 1 x 20 = 20 1 x 20 = 20 1 x 20 = 20 <b>80</b>  <u>LM</u> * 80 X 60 = SBA  *Learner Mark	Controlled Test = 120   <u>LM</u> * X 40 = Final Assessment 120 Mark  *Learner Mark	<b>60 (SBA) + 40 (FA*) = 100</b>  * Final Assessment
	<b>Total</b>	<b>60%</b>	<b>40%</b>	<b>100%</b>

## Grade 10

Final Geography Assessment in Grade 10 shall comprise of one Controlled Test of 60 marks. The test shall assess both Theory and Mapwork.

### Test Structure

GRADE 10	ONE PAPER ONLY
	Marks: 60
	Time: 1 Hour
	<p><b>Question 1 (Population &amp; Water Resources) 45 Marks</b></p> <p>1.1 Short objective questions- population (7/8 Marks)            1.2 Short objective questions- water resources (7/8 Marks)            1.3 Data response question- population (15 Marks)            1.4 Data response question- water (15 Marks)</p> <p><b>NB.</b> ONE paragraph question of 8 marks in sub-question 1.3            Topics to cover:</p> <ul style="list-style-type: none"> <li>• Population distribution and density (short questions)</li> <li>• Population structure</li> <li>• Population growth</li> <li>• Population Movements</li> <li>• Water management in South Africa (short questions)</li> <li>• Floods</li> <li>• </li> </ul> <p><b>Question 2 (Mapwork) 15 Marks</b></p> <p>2.1 Map Skills and Calculations (5 Marks)            2.2 Map Interpretation (6 Marks)            2.3 GIS (4 Marks)</p>

The Final Geography Assessment in Grade 11 shall comprise of one Major Test of 120 marks, for 2 hours. The test shall assess both Theory and Mapwork.

**Test Structure**

<b>GRADE 11</b>	<b>ONE PAPER ONLY</b>
	<b>Marks: 120</b>
	<b>Time: 2 Hours</b>
	<b>Question 1</b> <b>(The Atmosphere) 45 Marks</b> 1.1 Short objective questions (7/8 Marks) 1.2 Short objective questions (7/8 Marks) 1.3 Data response questions (15 Marks) 1.4 Data response questions (15 Marks) NB. ONE paragraph question of 8 marks in sub-question 1.3 or 1.4 Topics to cover: <ul style="list-style-type: none"> <li>• The Earth's energy balance (short questions)</li> <li>• Global air circulation</li> <li>• Africa's weather and climate</li> <li>• Droughts and desertification</li> </ul> <b>Question 2</b> <b>(Development and Resources) 45 Marks</b> 2.1 Short objective questions (7/8 Marks) 2.2 Short objective questions (7/8 Marks) 2.3 Data response questions (15 Marks) 2.4 Data response questions (15 Marks) NB. ONE paragraph question of 8 marks in sub-question 2.3 or 2.4 <b>Topics to cover:</b> <ul style="list-style-type: none"> <li>• Concepts of development (short questions)</li> <li>• Frameworks for development</li> <li>• Trade and development</li> <li>• Resources</li> </ul> <b>Question 3</b> (Mapwork) 30 Marks 3.1 Map Skills and calculations (10 Marks) 3.2 Map interpretation (12 Marks) 3.3 GIS (8 Marks)

## 2020 Summary of formal assessments expected in Grades 10 and 11

The 2020 Programme of Assessment for History in Grades 10 and 11 comprises six tasks which are internally assessed. The five tasks completed during the school year make up 60% of the total mark for History, while the end-of-year assessment is the sixth task and makes up the remaining 40%.

Grade	Formal Assessment	SBA Weighting (60%)	Final Assessment (40%)	Total
10	<ul style="list-style-type: none"> <li>Task 1 Source-Based or Essay (50)</li> <li>Task 2 Standardised Test (100)</li> <li>Task 3 Source-Based or Essay (50)</li> <li>Task 4 Source-Based or Essay (50)</li> <li>Task 5 Standardised Test (100)</li> </ul>	10% 20% 10% 10% 20% <b>70</b>  $\frac{LM^*}{70} \times 60 = \text{SBA}$ *Learner Mark	Controlled Test = 50  $\frac{LM^*}{50} \times 40 = \text{Final Assessment Mark}$  *Learner Mark	<b>60 (SBA) + 40 (FA*) = 100</b> <b>* Final Assessment</b>
	<b>Total</b>	<b>60%</b>	<b>40%</b>	<b>100%</b>
Grade	Formal Assessment	SBA Weighting (60%)	Final Assessment (40%)	Total
11	<ul style="list-style-type: none"> <li>Task 1: Source-Based or Essay (50)</li> <li>Task 2: Standardised Test (100)</li> <li>Task 3: Source-Based or Essay (50)</li> <li>Task 4: Source-Based or Essay (50)</li> <li>Task 5: Standardised Test (100)</li> </ul>	10 20 10 10 20 <b>70</b>  $\frac{LM^*}{70} \times 60 = \text{SBA}$ *Learner Mark	Controlled Test = 100  $\frac{LM^*}{100} \times 40 = \text{Final Assessment Mark}$  *Learner Mark	<b>60 (SBA) + 40 (FA*) = 100</b> <b>* Final Assessment</b>
	<b>Total</b>	<b>60%</b>	<b>40%</b>	<b>100%</b>

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## The Final Assessment

**Grade 10:** Final History Assessment in Grade 10 shall comprise of one Controlled Test of 50 marks. The Controlled test shall assess either **SOURCE BASED OR ESSAY QUESTION**.

### Test Structure

GRADE 10	ONE PAPER ONLY
<b>EXAM GUIDELINES</b>	Marks: 50
	Time: 1 Hour
	<b>INSTRUCTIONS:</b> <ul style="list-style-type: none"> <li>• Answer either source-based question OR essay question</li> <li>• Do not answer both</li> </ul> <b>TRANSFORMATION IN SOUTHERN AFRICA</b> <ul style="list-style-type: none"> <li>• Political changes 1750 to 1820 <ul style="list-style-type: none"> <li>✓ Answer either Source Based OR Essay question (Do not answer both)</li> </ul> </li> </ul> <p style="text-align: center;"><b>OR</b></p> <b>COLONIAL EXPANSION AFTER 1750</b> <ul style="list-style-type: none"> <li>• Britain takes control of the Cape <ul style="list-style-type: none"> <li>✓ Answer either Source Based OR Essay question (Do not answer both)</li> </ul> </li> </ul> <p style="text-align: center;"><b>OR</b></p> <b>SOUTH AFRICAN WAR AND UNION</b> <ul style="list-style-type: none"> <li>• South African war from 1899 to 1902 <ul style="list-style-type: none"> <li>✓ Answer either Source Based OR Essay question (Do not answer both)</li> </ul> </li> </ul> <p style="text-align: center;"><b>OR</b></p> <b>UNION OF SOUTH AFRICA 1910</b> <ul style="list-style-type: none"> <li>• The Native Land Act 1913 <ul style="list-style-type: none"> <li>✓ Answer either Source Based OR Essay question (Do not answer both)</li> </ul> </li> </ul>

### Test Structure

GRADE 11	ONE PAPER ONLY	
	Marks: 100	
	Time: 2 Hour	
	<b>INSTRUCTIONS:</b> <ul style="list-style-type: none"> <li>• The Question Paper consists of TWO Source-Based Questions from Section A and TWO Essay Questions from Section B</li> <li>• Answer one question from Section A and one question from Section B</li> <li>• Each Question weighs 50 Marks</li> </ul>	
ASSESSMENT GUIDELINE	SECTION A: SOURCE-BASED QUESTIONS	SECTION B: ESSAY QUESTIONS
	1. African <b><u>OR</u></b> Afrikaner Nationalism (50)	3. African <b><u>OR</u></b> Afrikaner Nationalism (50)
	2. Apartheid SA (Segregation to Legalising Apartheid <b><u>OR</u></b> Overcoming (Resistance) to Apartheid. (50)	4. Apartheid South Africa (Segregation to Legalising Apartheid <b><u>OR</u></b> Overcoming (Resistance) to Apartheid. (50)

## 17. HOSPITALITY STUDIES

### 2020 Amended Grades 10 and 11 Promotion Requirements for Hospitality Studies

The formal assessment requirements for Consumer Studies in 2020 are as follows:

- **Two formal theoretical SBA assessment tasks**, the March and September Tests, are completed during the 2020 school year in both Grades 10 and 11.
- **The two formal written assessment tasks and three practical lesson tasks** (consisting of four weekly practical lessons in Grade 10 and six weekly practical lessons in Grade 11 in both Terms 2 and 3 in 2020) make-up the **60% SBA weighting** for the promotion mark.
- The end-of-year assessment includes **two parts**: (1) **A Practical Assessment Task (PAT) (20%)** and (2) a **written Controlled Test (20%)**. Together these two parts make up the **remaining 40% of the promotion mark in Grades 10 and 11**.
- In Grades 10 and 11 all assessment is set internally.
- 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 below.
- In 2020 the PAT format for implementation was amended to apply the principles for social distancing and to accelerate time.
- **2020 PAT amendment includes:**
  - No restaurant event is hosted for the PAT in Grades 10 and 11.
  - **Chefs**: Individual preparation of **ONE dish in Grade 10** and individual preparation of **TWO dishes in Grade 11**
  - **Waitrons**: **Skills required** for Food and Beverage Service are assessed in a written task.
- Assessment for the PAT is assessed internally at school level by the teacher and Departmental / Subject Head. The PAT is assessed externally by the Subject Advisor / Provincial Subject Head.
- This process is verified externally by DBE/UMALUSI.

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

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

2020 Formal Assessment Grade 10			
Term 1	Term 2	Term 3	Term 4 Promotion mark
<b>Task 1</b> Test 75%	<b>Task 2</b> Two (2) Practical Lessons 25%	<b>Task 3</b> September Test 75%	<b>SBA = Term 1+2+3</b> = 225÷2.25= 100 <b>60%</b>
<b>Task 2:</b>		<b>Task 4</b>	<b>PAT =</b> 100 <b>20%</b>

Three (3) Practical Lessons plus One (1) Practical Skills Test  25%		Two (2) Practical Lessons  25%	<b>November Test</b> 1 hour  <b>Controlled</b> 65 marks  20%
<b>100</b>	<b>25</b>	<b>100</b>	<b>100</b>

<b>2020 Formal Assessment Grade 11</b>			
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4 Promotion mark</b>
<b>Task 1</b> Test 100%  <b>Task 2:</b> Three (3) Practical Lessons plus One (1) Practical Skills Test 25%	<b>Task 2</b> Three (3) Practical Lessons 25%	<b>Task 3</b> September Test 75%  <b>Task 4</b> Three (3) Practical Lessons 25%	<b>SBA = Term 1+2+3</b> = 225÷2.25= 100 60%  <b>PAT =</b> 100 20%  November Controlled Test 2 hours 130 marks 20%
<b>100</b>	<b>25</b>	<b>100</b>	<b>100</b>

### November Controlled Test in Grades 10 and 11 Consumer Studies

**Controlled Test:** A test for formal assessment *may not* comprise of a series of smaller tests, and should cover a substantial amount of content.

#### Criteria for setting the November 2020 Controlled Test

- ONLY content that was taught may be assessed in the test.
- 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;
- The question paper should be error free e.g. no spelling, language, translation or mark allocation errors are allowed;
- The test should include the sections as indicated in the tables for Grades 10 to 11.
- **Note:** The topics that were taught and assessed in Term 1, *were not included* in the framework for the **November Controlled Test**.

<b>November 2020 Controlled Test</b>		
	<b>Grade 10</b>	<b>Grade 11</b>
<b>Minimum total</b> for the November Controlled Test	65 marks	130 marks
<b>Time allocation</b>	1 hour	2 hours
<b>It is compulsory to include:</b> <ul style="list-style-type: none"> <li>• Questions that require a longer response for the answer.</li> <li>• A question that requires a response in paragraph format (minimum 5 marks)</li> <li>• Source based questions such as: Case studies; scenarios; extracts; pictures / flow charts / tables/graphs/cartoons/advertisements/menus for interpretation.</li> <li>• An action verb to open each question. This gives a clear instruction for the question and expected response.</li> </ul>		

Grade 10 November 2020 - Controlled Test			
	Topic	Weighting of Marks	Content 2020 Revised ATP
<b>Section A Question 1</b>	Short questions (all topics) Term 2-4 Include a variety of question types for short questions	20	Term 2 topics Term 3 topics Term 4 topics
<b>Section B Question 2</b>	Safety and Security	5	Term 4 topics
<b>Question 3</b>	Nutrition and Menu Planning	10	Term 3 topics
<b>Question 4</b>	Food Commodities	20	Term 2 topics Term 3 topics
<b>Question 5</b>	Food and Beverage Service	10	Term 4 topics
<b>Minimum Total</b>		<b>65</b>	
<b>Time allocation</b>		1 hour	

Grade 11 November 2020 - Controlled Test			
	Topic	Weighting of Marks	Content 2020 Revised ATP
<b>Section A Question 1</b>	Short questions (all topics) Term 2-4 Include a variety of question types for short questions	30	Term 2 topics Term 3 topics Term 4 topics
<b>Section B</b>	Kitchen and Restaurant operations Hygiene Safety and Security	30	Term 4 topics Term 3+4 topics Term 4 topics
<b>Section C</b>	Nutrition and Menu planning Food commodities	2x 25	Term 3 topics Term 2+3 topics
<b>Section D</b>	Sectors and Careers Food and Beverage Service	20	Term 4 topics Term 4 topics
<b>Minimum Total</b>		<b>130</b>	
<b>Time allocation</b>		2 hours	

### Criteria for setting a Marking Guideline for the Controlled Test in Grades 10 and 11

- 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✓(Wingdings 2)
- Include all the alternative responses that are considered as correct answers on the Marking Guideline.

### **Revised 2020 Grades 10 and 11 Practical Lessons**

- **Grades 10 and 11:** Each learner must do the prescribed number of Practical Lessons in preparation of the PAT.
- Examples of suggested dishes for the Practical Lessons are reflected in the Teaching plans for Grade 10 and 11.
- The completed written preparation forms for the practical lessons must be available in the learner evidence.
- The prescribed protective dress code is compulsory for every Practical lesson and the PAT.

### **Revised 2020 Grades 10 and 11 Practical Assessment Task (PAT)**

- The school is responsible to provide the funds and resources for the Practical Assessment Task (PAT) to be implemented.
- The PAT for Grades 10 and 11 will be set and moderated internally.
- It is compulsory to include only *those skills and techniques* for assessment in the PAT that were completed in the Practical Lessons.
- The menu and dishes selected in *Grades 10 and 11*, 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.
- The Exemplar PAT task provided, may be used as a framework for the design and development of the PAT for the school.
- The PAT should be administered under controlled, examination conditions.
- The prescribed protective dress code is compulsory for every Practical lesson and the PAT.
- The completed written preparation forms for the PAT must be available in the learner evidence.
- The quality and standard of the PAT will be approved by the Subject Advisor/ Provincial Subject Head.
- All Levels of Moderation must be implemented.

## 18. INFORMATION TECHNOLOGY (IT)

This section aims to provide IT teachers with:

- More guidance on the minimum content to be covered should they exercise their professional judgement for school-based trimming of the grade 10 and/or 11 Annual Teaching Plan (ATP) based on Circular S3 of 2020.
- Guidance regarding school-based assessment (SBA) and end-of-year assessment.

### Grade 10

- Content
- The following table provides information on the minimum content to be covered for Grade 10 in 2020.

• Minimum level required
• Practical
• GUI components for Input and Output
• Basic principles of Input, Processing and Output
• Variables, variable scope, Constants and Data Types
• Event procedures and the basic difference between Functions and Procedures (how to use)
• Calculations and the use of standard operators (Functions and Procedures)
• Planning solutions - Algorithms (Writing Code)
• Choice structures
• Theory
• Theory content for term 1 remains
• Focus on teaching of practical content
• Accelerated teaching of theory content beyond Term 1 theory (where time allows) - what is not done needs to be integrated in Grade 11 theory in 2021
• Note:
• Content that can be moved to Grade 11 (2021) if required:
• Looping - For, While and Repeat-Until
• Choice structures - Advanced Nesting and Logic (AND, OR)
• Basic Character Handling
• Nested Loops
• Advanced String manipulation
• Theory content not done to be integrated in Grade 11 in 2021

### Assessment

#### School-based Assessment (SBA)

• All SBAs to be done as per revised ATP	
• Format of the task can be changed	
• Must be done under controlled conditions	
• Practical Assessment Task (PAT)	
• <b>Minimum</b> <b>Abridged PAT (Gauteng D10 PAT or similar)</b>	<b>requirement:</b>
• <b>The task will be provided by the provincial/district advisor(s)</b>	

### Assessment (End-of-Year)

- 1 Integrated test instead of final examinations
- Duration: Minimum 60 minutes
- Mark allocation: Minimum 50 marks
- (50% +10 or -10 theory or 50% +10 or -10 for practical) Total must be 100%
- Paper could be
- A written paper, e.g. Section A: theory questions on practical content + Section B: Theory questions
- A computer-based paper, e.g. Section A: practical questions + Section B: Theory questions answered in word processing document/Google docs/MS Forms
- Combination: Section A: Practical questions on computer + Section B: Theory questions written on paper
- 30:40:30 cognitive demand must apply
- Content coverage: Content coverage: Depending on the curriculum content covered at school

### Weighting

• School-based Assessment	• Practical Assessment (PAT) Task	• Final Test (End-of-Year)	• Total
• 60%	• 20%	• 20%	• 100%

### GRADE 11

#### CONTENT

- Minimum level required
- Practical
- Text Files - Reading, Writing and Creating
- Arrays - Populating with data, Searching, Sorting
- Parallel arrays, Adding and Removing elements from arrays
- \*Database theory concepts (to support/provide background to the Database content moved to Grade 12)
- Theory
- Theory content for term 1 remains
- Focus on teaching of practical content
- Accelerated teaching of theory content beyond Term 1 theory (where time allows) - what is not done needs to be integrated in Grade 12 theory in 2021
- Note:
- Content that can be moved to Grade 12 (2021) if required:
- Database Basics - Access
- Connecting and Querying (displaying data from DB)
- Data Maintenance - Create, Update and Delete
- User Defined Methods (Functions and Procedures)

## Assessment School-based Assessment (SBA)

- All SBAs to be done as per revised ATP
- Format of the task can be changed
- Must be done under controlled conditions

## Practical Assessment Task (PAT)

- Minimum requirement:  
Abridged PAT (Amended to only two Phases)
- Use 2020 Grade 10 PAT (encryption) with text file and/or arrays added

## Assessment (End-of-Year)

- Test instead of final examinations
- Duration: Minimum 120 minutes
- Mark allocation: Minimum 100 marks
- (50% +10 or -10 theory or 50% +10 or -10 for practical) Total must be 100%
- Paper could be
- A written paper, e.g. Section A: theory questions on practical content + Section B: Theory questions
- A computer-based paper, e.g. Section A: practical questions + Section B: Theory questions answered in word processing document/Google docs/MS Forms
- Combination: Section A: Practical questions on computer + Section B: Theory questions written on paper
- 30:40:30 cognitive demand must apply
- **Content coverage: Depending on the curriculum content covered at school**

## Weighting

• School-based Assessment	• Practical Assessment Task (PAT)	• Final Test (End-of-Year)	• Total
• 60%	• 20%	• 20%	• 100%

## Overview

For the languages, the 40% of the examinations includes a further 27.5% and 12.5% breakdown for examinations and orals respectively. The orals for Second Additional Languages are allocated 25%. Amendments are aligned to the trimmed ATPs. The tables below reflect the 27.5% per language level for Grades 10 and 11.

The languages have retained the three examinations papers, namely, Paper 1 (Language), Paper 2 (Literature) and Paper 3 (Writing). The examination papers have been scaled down.

## Amendments for FAL

FAL	Paper 1: Language	Paper 2: Literature	Paper 3: Writing
<b>Grade 10</b>	<ul style="list-style-type: none"> <li>The three sections, namely, Comprehension, Summary and Language and editing are retained.</li> <li>The following changes have been effected:               <ul style="list-style-type: none"> <li>Section A: Comprehension test assessed out of 15 instead of 30 marks.</li> <li>Section B: Summary still out of 10 marks.</li> <li>Section C:                   <ul style="list-style-type: none"> <li>✓ Learners answer either an advertisement OR a cartoon</li> <li>✓ The advertisement and the cartoon will each be set out of 15 instead of 10 marks.</li> <li>✓ The language aspect will be incorporated in the 15 marks, and will not stand alone anymore.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The paper is set on ONE genre</li> <li>Contextual questions only</li> </ul>	<ul style="list-style-type: none"> <li>The paper will be divided into Two sections, namely, an essay (50 marks) AND a combination of a longer (30 marks) and a shorter transactional writing (20 marks).</li> <li>Learners only choose one of the options out of 50 marks.</li> </ul>
FAL Grade 10	<b>Paper 1: Language (40 marks)</b>	<b>Paper 2: Literature (35 marks)</b>	<b>Paper 3: Writing (50 marks)</b>
FAL Grade 11	<b>Paper 1: Language</b>	<b>Paper 2: Literature</b>	<b>Paper 3: Writing</b>
	<ul style="list-style-type: none"> <li>The three sections, namely, Comprehension, Summary and Language and editing are retained.</li> <li>The following changes have been effected:               <ul style="list-style-type: none"> <li>Section A: Comprehension test assessed out of 30 marks.</li> <li>Section B: Summary still out of 10 marks.</li> <li>Section C:                   <ul style="list-style-type: none"> <li>✓ Learners answer questions on both an advertisement AND a cartoon</li> <li>✓ The advertisement and the cartoon will each be set out of 10 marks.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The paper is set on ONE genre</li> <li>Contextual questions only</li> </ul>	<ul style="list-style-type: none"> <li>The paper will be made of ONE section only.</li> <li>Learners will be required to write an essay (50 marks) AND a longer transactional writing (30 marks).</li> </ul>

	✓ The language aspect will be incorporated in the 10 marks, and will not stand alone anymore. ✓		
FAL Grade11	<b>Paper 1: Language (60 marks)</b>	<b>Paper 2: Literature (35 marks)</b>	<b>Paper 3: Writing (80 marks)</b>

#### Amendments for Home Languages

	<b>Paper 1: Language</b>	<b>Paper 2: Literature</b>	<b>Paper 3: Writing</b>
Grade 10 HL	<ul style="list-style-type: none"> <li>The three sections, namely, Comprehension, Summary and Language and editing are retained.</li> <li>The following changes have been effected: <ul style="list-style-type: none"> <li>Section A: Comprehension test assessed out of 30 marks.</li> <li>Section B: Summary still out of 10 marks.</li> <li>Section C: <ul style="list-style-type: none"> <li>✓ Learners answer questions on both an advertisement AND a cartoon</li> <li>✓ The advertisement and the cartoon will each be set out of 10 marks.</li> <li>✓ The language aspect will be incorporated in the 10 marks, and will not stand alone anymore.</li> </ul> </li> </ul> </li> </ul>	<b>Two genres</b> <b>Sect A: Poetry - Compulsory</b> (Two seen poems - Contextual (10+10) = 20 marks)  <b>AND</b>  <b>Sect B: One genre</b> Novel/Drama/Folklore (25) Essay <b>OR</b> contextual	<ul style="list-style-type: none"> <li>The paper will be made of TWO sections only.</li> <li>Learners will be required to write an essay (50 marks) AND a longer transactional writing (25 marks).</li> </ul>
Grade 10 HL	<b>Paper 1: Language (60 marks)</b>	<b>Paper 2: Literature (45 marks)</b>	<b>Paper 3: Writing (75 marks)</b>
Grade11 HL	<b>Paper 1: Language</b>	<b>Paper 2: Literature</b>	<b>Paper 3: Writing</b>
	<ul style="list-style-type: none"> <li>The three sections, namely, Comprehension, Summary and Language and editing are retained.</li> <li>The following changes have been effected: <ul style="list-style-type: none"> <li>Section A: Comprehension test assessed out of 30 marks.</li> <li>Section B: Summary still out of 10 marks.</li> <li>Section C: <ul style="list-style-type: none"> <li>✓ Learners answer questions on both an advertisement AND a cartoon</li> <li>✓ The advertisement and the cartoon will each be set out of 10 marks.</li> <li>✓ The language aspect will be incorporated in the 10 marks, and will not stand alone anymore.</li> </ul> </li> </ul> </li> </ul>	<b>Two genres</b> <b>Sect A: Poetry - Compulsory</b> (Two seen (20) +1 unseen (10) = 30 marks)  <b>AND</b>  <b>Section B: One genre</b> Novel/Drama/Folklore (25 marks)  Essay OR contextual	<ul style="list-style-type: none"> <li>The paper will be made of TWO sections only.</li> <li>Learners will be required to write an essay (50 marks) AND a longer transactional writing (25 marks).</li> </ul>
	<b>Paper 1: Language (60 marks)</b>	<b>Paper 2: Literature (55 marks)</b>	<b>Paper 3: Writing (75 marks)</b>

# Amendments for Second Additional Languages

	Paper 1: Language	Paper 2: Literature	Paper 3: Writing
<b>Grade 10 SAL</b>	<ul style="list-style-type: none"> <li>The three sections, namely, Comprehension, Summary and Language and editing are retained.</li> <li>The following changes have been effected:               <ul style="list-style-type: none"> <li>Section A: Comprehension test assessed out of 15 marks.</li> <li>Section B: Summary still out of 10 marks.</li> <li>Section C:                   <ul style="list-style-type: none"> <li>✓ Learners answer either an advertisement OR a cartoon</li> <li>✓ The advertisement and the cartoon will each be set out of 15 instead of 10 marks.</li> <li>✓ The language aspect will be incorporated in the 15 marks, and will not stand alone anymore.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The paper is set on ONE genre</li> <li>Contextual questions only out of 20 marks</li> </ul>	<ul style="list-style-type: none"> <li>The paper will be divided into Two sections, namely, an essay (40 marks) AND a combination of a longer (20 marks) and a shorter transactional writing (20 marks).</li> <li>Learners only choose ONE of the options out of 40 marks.</li> </ul>
<b>Grade 10 SAL</b>	<b>Paper 1: Language (40 marks)</b>	<b>Paper 2: Literature (20 marks)</b>	<b>Paper 3: Writing (40 marks)</b>
	<b>Paper 1: Language</b>	<b>Paper 2: Literature</b>	<b>Paper 3: Writing</b>
<b>Grade 11 SAL</b>	<ul style="list-style-type: none"> <li>The three sections, namely, Comprehension, Summary and Language and editing are retained.</li> <li>The following changes have been effected:               <ul style="list-style-type: none"> <li>Section A: Comprehension test assessed out of 30 marks.</li> <li>Section B: Summary still out of 10 marks.</li> <li>Section C:                   <ul style="list-style-type: none"> <li>✓ Learners answer questions on both an advertisement AND a cartoon</li> <li>✓ The advertisement and the cartoon will each be set out of 10 marks.</li> <li>✓ The language aspect will be incorporated in the 10 marks, and will not stand alone anymore.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The paper is set on ONE genre</li> <li>Contextual questions only out of 20 marks</li> </ul>	<ul style="list-style-type: none"> <li>The paper will be made of TWO sections.</li> <li>Learners will be required to write an essay (40 marks) AND either a longer (20 marks) OR shorter transactional writing (20 marks).</li> </ul>
	<b>Paper 1: Language (60 marks)</b>	<b>Paper 2: Literature (20 marks)</b>	<b>Paper 3: Writing (60 marks)</b>

## Detailed guidance

The following sections provide more details, including the suggested timeframes per question.  
**First Additional Languages**

Grade	Number of papers	Time allocation	Content
Grade 10 FAL	3	P1 Language: 1hr	<b>Sect A: Comp – 15 marks</b> Comp –15 marks (Barrett's: 6+6+3=15) [20 minutes]  <b>Sect B: 10 marks</b> Summary – 10 (20 minutes)  <b>Section C: Option</b> Advert <b>OR</b> Cartoon Incorporate Language aspects in the visual literacy questions – 15 marks (20 minutes)  <b>Total: 40 marks</b>
		P2 Literature: 1hr	One genre: <b>35 marks</b>
		P3 Writing: 1,5hr	<b>Options</b> 1. One essay (50) <b>OR</b> 2. Trans – One long (30) and one short (20) <b>Total: 50 marks</b>
			<b>Total: 125</b>
Grade 11 FAL	3	P1 Language: 1,5hrs	<b>Sect A:</b> Comp – <b>30</b> marks (30 mins) <b>Sect B:</b> Summary – 10 (20 mins) <b>Sect C:</b> 2x Visual lit (Analysis: Advert and Cartoon) Incorporate Language aspects in the visuals – 10+10 (40 mins) <b>Total: 60 marks</b>
		P2 Literature: 1 hr	One genre – <b>35 marks</b>
		P3 Writing: 2hrs	Essay (50) and long trans (30) – <b>80 marks</b>
			<b>Total: 175</b>

# Home Languages

Grade	Number of papers	Time allocation	Content
Grade 10	3	P1 Language: 1,5hr	<b>Sect A: Comp – 30 marks</b> (30 minutes)  <b>Sect B: Summary – 10 marks</b> (20 minutes)  <b>Sect C: Lang Advert and Cartoon</b> Incorporate Language aspects in the visuals – 10+10 (40 minutes) <b>Total: 60 marks</b>
		P2 Literature: 1,5hr	<b>Two genres</b> <b>Sect A: Poetry - Compulsory</b> (Two seen poems - Contextual (10+10) = 20 marks <b>AND</b> <b>Sect B:</b> One genre Novel/Drama/Folklore (25) Essay <b>OR</b> contextual <b>Total: 45 marks</b>
		P3 Writing: 2hr	One essay (50) and one trans (25) <b>Total: 75 marks</b>
			<b>Total: 180</b>
Grade 11	3	P1 Language: 1,5hrs	<b>Sect A:</b> Comp – 30 marks <b>Sect B:</b> Summary – 10 marks <b>Sect C:</b> 2x Visual Incorporate Language aspects in the visuals – 10+10 <b>Total: 60 marks</b>
		P2 Literature: 2hrs	<b>Two genres</b> Sect A: Poetry - <b>Compulsory</b> (Two seen (20) + unseen (10) = 30 marks <b>And</b> <b>Section B:</b> One genre Novel/Drama/Folklore (25 marks) Essay <b>OR</b> contextual <b>Total: 55 marks</b>
		P3 Writing: 2hrs	Essay (50) and trans (25) – <b>75 marks</b>
			<b>Total: 190</b>

**Second Additional Languages**

Grade	Number of papers	Time allocation	Content
Grade 10	3	P1 Language: 1hr	<b>Sect A:</b> Comp – <b>15</b> marks (20 mins) <b>Sect B:</b> Summary – <b>10</b> marks (20 mins) <b>Sect C: Option</b> Advert <b>OR</b> Cartoon Incorporate Language aspects in the visual lit quest – <b>15</b> marks (20 mins) <b>Total: 40 marks</b>
		P2 Literature: 1hr	One genre <b>20 marks</b>
		P3 Writing: 1,5hr	One essay (40) OR Trans – One long (20) and one short (20) <b>Total: 40</b>
			<b>Total: 100</b>
Grade 11	3	P1 Language: 1,5hrs	<b>Sect A:</b> Comp – <b>30</b> marks (30 mins) <b>Sect B:</b> Summary – 10 (20 mins) <b>Sect C:</b> 2x Visual lit (Analysis: Advert and Cartoon) Incorporate Language aspects in the visuals – 10+10 (40 mins) <b>Total: 60 marks</b>
		P2 Literature: 1hrs	One genre – <b>20 marks</b>
		P3 Writing: 2hrs	<b>Sect A:</b> Essay (40) <b>AND</b> <b>Sect B:</b> Option Longer trans (20 marks) OR Shorter trans (20 marks) – <b>60 marks</b>
			<b>Total: 140</b>

40: 40: 20 % split according to marks:	
15 marks	6 + 6+ 3
10 marks:	4+4+2
20 marks:	8+ 8+4
25 marks:	10 + 10 + 5
30 marks:	12 + 12 + 6
35 marks:	14 + 14 +7

**Assessment adjustment%**

In order to adjust the assessment activity into the recently prescribed timeframes, which see a shift from a full scale examination to an adjusted examination, the weight of the examination had to be adjusted.

The table below reflects the remaining percentage of the original assessment activity or paper.

Level	Grade	Paper	Percentage of the original assessment activity
FAL	Grade 10	Paper 1 out of 40 instead of 80 marks	50%
	Grade 10	Paper 2 out of 35 instead of 70 marks	50 %
	Grade 10	Paper 3 out of 50 marks instead of 100	50%
	Grade 11	Paper 1 out of 60 marks instead of 80	75%
	Grade 11	Paper 2 out of 35 marks instead of 70	50%
	Grade 11	Paper 3 out of 80 marks instead of 100	80%
HL	Grade 10	Paper 1 out of 60 marks instead of 70	86%
	Grade 10	Paper 2 out of 45 marks instead of 80	56%
	Grade 10	Paper 3 out of 75 marks instead of 100	75%
	Grade 11	Paper 1 out of 60 marks instead of 70	86%
	Grade 11	Paper 2 out of 55 marks instead of 80	69%
	Grade 11	Paper 3 out of 75 instead of 100	75%
SAL	Grade 10	Paper 1 out of 40 marks instead of 80	50%
	Grade 10	Paper 2 out of 20 marks. Remains unchanged	50%
	Grade 10	Paper 3 out of 40 marks instead of 80	50%
	Grade 11	Paper 1 out of 60 marks instead of 80	75%
	Grade 11	Paper 2 out 20 marks remains unchanged	50%
	Grade 11	Paper 3 out of 60 instead of 80	75%

**GRADES 10 AND 11****Purpose**

The purpose of the Life Orientation Guideline document is to guide the teachers on the components of the SBA and examinations requirements for Grades 10 and 11 within the context of COVID-19.

**Underlining Principle**

*Controlled tests should only be **set on Content Taught** and **Content not Taught Cannot be Assessed***

**General Guidelines**

- The full-scale examinations in Grades 10 and 11 be replaced by a Controlled Test.
- No “common examinations” or tests in Grades 10 and 11.
- The controlled test to cover a substantial portion of the curriculum taught.
- The controlled test should cover work from all four quarters noting the general principle that tests should be set **ONLY** on the content taught.
- The test must be administered under controlled conditions.

**PROGRAMME OF ASSESSMENT GRADES 10 AND 11**

TERM	ASSESSMENT TASK	MARKS PER TERM	
		RECORDING	REPORTING
1.	Written task	80	100
	PET	10	
2.	Mid-year exams	-1	100
	Short task	30	
	PET	-1	
3.	Project/ task	80	100
	PET	-1	
4.	Controlled Test	50	100
<b>Final exams</b>		<b>250</b>	<b>100</b>

A short task may be set in Term 3 with a mark allocation of 40 (40x2 =80) because of time constraints.

**Outline of the Controlled Test**

**Time:** 1 hour

**Mark allocation:** 50 marks

**Content on PET and COVID is not compulsory**

Section A: 10 marks	Section B: 20 marks	Section C: 20 marks
All questions are <b>COMPULSORY</b>	All questions are <b>COMPULSORY</b>	Learners will answer <b>TWO 10 mark questions out of THREE</b> . Answers will range from short responses to paragraphs.
<p>Mark allocation for the questions should range between 1 - 2 marks. The questions have to be a combination of two or more types of questions ranging from:</p> <p>Multiple choice Fill in the blanks True or false with a justification Matching columns One word answers</p>	<p>Learners will answer <b>TWO 10</b> mark questions. Short open-ended questions could be:</p> <p>Scenario- based, source-based, case study, cartoons, illustrations, and/ or graphs.</p> <p>Learners should display, present and apply knowledge and skills gained from the Life Orientation content. Learners should demonstrate an understanding of real-life issues affecting the youth and society at large.</p>	<p>Questions will predominantly focus on the application of knowledge and skills.</p> <p>Learners will examine/ analyse the topic or problem/s, to explain meaning, make decisions/ recommendations/ and conclusions.</p> <p>Each question will focus on a specific topic or an integration of content.</p> <p>A short text/ diagram/ data/ graphs/cartoons may be provided as a stimulus.</p>
<p><b>Note.</b> 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.</p> <p><b>The following must be provided:</b></p> <p>A marking memorandum or marking guideline with an exhaustive list of possible alternate answers. A marking grid indicating the cognitive levels:</p> <p>Bloom's level 1-6 (low 30, medium 40, and high 30).</p>		

## Post COVID Promotion requirements for grades 10 and 11

## 1. Grades 10 and 11 Programme of formal assessment

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

## Composition of the SBA component for Grades 10

TERM	Task	Weighting (% of SBA)	% of Reporting mark per term	% of Promotion Mark
1	Practical	15	25	60
	Minimum 30 marks			
	Test	10	75	
2	Minimum 50 marks			
	Test	10	100	
3	Minimum 50 marks			
	Practical	15	25	
	Minimum 30 marks			
	Test	10	75	
	Minimum 50 marks			
END OF YEAR CONTROLLED TEST (One Paper) Duration: 1 hour 60 marks		40		40

## Composition of the SBA component for Grades 11

TERM	Task	Weighting (% of SBA)	% of Reporting mark per term	% of Promotion Mark
1	Practical	15	25	60
	Minimum 30 marks			
	Test	10	75	
2	Minimum 50 marks			
	Test	10	100	
3	Minimum 50 marks			
	Practical	15	25	
	Minimum 30 marks			
	Test	10	75	
	Minimum 50 marks			
END OF YEAR CONTROLLED TEST (One Paper) Duration: 2 hours 120 marks		40		40

## NOTE:

- The final SBA mark is weighted as follows:
  - Tests: 50%
  - Practical tasks: 50%
- The year mark will be converted to 60% and the end of year controlled test will count 40% of the final mark

## 2. Further elaboration on the End of Year Controlled test:

When designing the tests, the Life Sciences teachers must ensure that:

- The gr. 10 test is 60 marks (duration – 1 hour) and the gr.11 test is 120 marks (duration – 2 hours)
- The tests should cover all curriculum content that was taught, including content covered in term 1 (Note: Content not taught cannot be assessed)
- They use their professional judgement to identify core/fundamental content to be assessed in the end of year controlled tests
- The tests are balanced in terms of cognitive levels, degrees of difficulty and the fundamental content covered by each school.
- Weighting grids are used to show the weighting of cognitive levels, degrees of difficulty and fundamental content
- The tests follow the NSC examination in its design and rigour
- Each test paper must cover all the Specific Aims (SAs) and the minimum weighting for SA2 is 20% of the total of the paper. (12 marks in grade 10 and 24 marks in grade 11)
- The tests must be administered under controlled conditions
- The end of year controlled tests must adhere to the protocols of pre- and post-moderation to ensure compliance to standards
- No provincial/district “common tests” are administered in grade 10 and 11

## 3. Degrees of difficulty for examination/test questions

30%	40%	25%	5%
<b>Easy</b> for the average learner to answer.	<b>Moderately</b> challenging for the average learner to answer.	<b>Difficult</b> for the average learner to answer.	<b>Very difficult</b> 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.

**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.

#### 4. Weighting of Cognitive levels for the assessment of content in Grades 10 and 11

<b>Knowing science</b>	<b>Understanding science</b>	<b>Applying scientific knowledge</b>	<b>Evaluating, analysing and synthesising scientific knowledge</b>
40%	25%	20%	15%

#### 5. Format of the End of Year Controlled tests

##### Grade 10

<b>Sections</b>	<b>Type of questions</b>	<b>Marks</b>
<b>A</b>	A variety of short answer questions, objective questions for example MCQ, Terminology, columns/ statement and items, data-response	20
<b>B</b>	A variety of questions types. 2 questions of 20 marks each divided into 2 – 4 subsections	2 x 20

##### Grade 11

<b>Sections</b>	<b>Type of questions</b>	<b>Marks</b>
<b>A</b>	A variety of short answer questions, objective questions for example MCQ, Terminology, columns/ statement and items, data-response	40
<b>B</b>	A variety of questions types. 2 questions of 40 marks each divided into 2 – 4 subsections	2 x 40

#### 6. Moderation of controlled tests

Moderation refers to the process that ensures that the assessment tasks (tests) 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.

## Taxonomy levels

Percentage of marks to be allocated to the different assessment taxonomy levels in examinations in grades 10 and 11.

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

## SBA FOR GRADEs 10 AND 11

There is a total of 4 formal assessment tasks for the grades 10 and 11 as shown in the table below:

<b>Grade 10</b>	<b>SBA Weighting</b>		<b>Grade 11</b>	<b>SBA Weighting</b>
<b>Term 1</b>	Assignment – 20% Test – 30%		<b>Term 1</b>	Assignment – 20% Test – 30%
<b>Term 3</b>	Test – 30% Investigation – 20%		<b>Term 3</b>	Test – 30% Investigation – 20%
	60%			60%
<b>Final</b>	60% SBA + Final task 40% =100%			60% SBA + Final task 40% =100%

## Grade 10

Each paper in grade 10 should weight a minimum of 50 marks and the duration is 1 hour.

<b>Paper 1 (1 Hour for 50 marks)</b>	<b>Mark allocation</b>	<b>%</b>	<b>Paper 2 (1 Hour for 50 marks)</b>	<b>Mark allocation</b>	<b>%</b>
<b>Data Handling</b>	20 marks	40%	Measurement	28	56%
<b>Finance</b>	30 marks	60%	Maps and Plans	22	44%
<b>Total</b>	<b>50 marks</b>	<b>100%</b>	<b>Total</b>	<b>50 marks</b>	<b>100%</b>

## Grade 11

The table below shows the weighting for the grade 11 final structure.

<b>Paper 1 (1,5 Hours for 75 marks)</b>	<b>Mark allocation</b>	<b>%</b>	<b>Paper 2 (1 Hour for 75 marks)</b>	<b>Mark allocation</b>	<b>%</b>
<b>Data Handling</b>	26 marks	35%	Measurement	41 marks	55%
<b>Finance</b>	45 marks	60%	Maps and Plans	30 marks	40%
<b>Probability</b>	4 marks	5%	Probability	4 marks	5%
<b>Total</b>	<b>75 marks</b>	<b>100%</b>	<b>Total</b>	<b>75 marks</b>	<b>100%</b>

**2020 Structure for grades 10 and 11.**

This structure is aimed to assist teachers on how weight the topics as they examine their learners. It is well known that some schools could not cover the prescribed curriculum because of COVID 19 pandemic. The table below shows the minimum topics which should be examined in grades 10 and 11.

**The weightings of the cognitive levels have not changed.**

Levels of thinking	Weightings
1: Knowledge	20%
2: Routine Procedures	35%
3: Complex procedures	30%
4: Problem solving	15%

**Grade 10****SBA FOR GRADE 10 AND 11**

There are four formal tasks for grades 10 and 11 in 2020.

Grade 10	SBA Weighting		Grade 11	SBA Weighting
<b>Term 1</b>	Investigation/ project – 25% Test – 25%		Term 1	Investigation/ project –25% Test – 25%
<b>Term 3</b>	Test – 25% Test – 25%		Term 3	Test – 25% Test – 25%
	60%			60%
<b>Final</b>	60% SBA + Final task 40% =100%			60% SBA + Final task 40% =100%

Each paper in grade 10 should weight a minimum of 50 marks expected to be written in 1 hour.

Paper 1 (1 Hour for 50 marks)	Mark allocation	%	Paper 2 (1 Hour for 50 marks)	Mark allocation	%
Algebra	30 marks	60%	Trigonometry	25	50%
Functions and graphs	20 marks	40%	Euclidean Geometry	15	30%
			Analytical Geometry	10	20%
<b>Total</b>	<b>50 marks</b>	100%	<b>Total</b>	<b>50 marks</b>	100%

**Grade 11**

Each paper in grade 11 should weight a minimum of 75 marks as are indicated the table below.

Paper 1 (1,5 Hours for 100 marks)	Mark allocation	%	Paper 2 (1 Hour for 50 marks)	Mark allocation	%
Algebra	45 marks	60%	Trigonometry	30	40%
Functions and graphs	30 marks	40%	Analytical Geometry	15	20%
			Euclidean Geometry	30	40%
<b>Total</b>	<b>75 marks</b>	100%	<b>Total</b>	<b>75 marks</b>	100%

**24. MECHANICAL TECHNOLOGY SPECIALISATIONS: FITTING AND MACHINING, AUTOMOTIVE, WELDING AND METALWORK**

**Programme of Assessment for Grade10 and11**

Programme of Assessment		
School Based Assessment SBA	Practical Assessment Task PAT	Controlled Test
60%	20%	20%

**Grade10**

Revised Assessment criteria			
Term	Task	weighting	marks
1	Assignment	10%	50
2	Test	50 %	50
3	PAT	20%	90
4	Controlled test	20%	60

**Examination weighting in Fitting &Machining**

MECHANICAL TECHNOLOGY – FITTING AND MACHINING Grade 10			
SECTION A (GENERIC)			
QUESTION	CONTENT	MARKS	TIME Mins
1	Multiple-choice questions (Generic)	7	7
2	Safety (Generic)	4	4
3	Tools and Equipment (Generic)	5	5
4	Materials (Generic)	5	5
5	Joining Methods (Generic)	10	10
6	Forces (Generic)	8	8
7	Maintenance (Generic)	3	3
<b>TOTAL</b>	<b>SECTION A:</b>	<b>42</b>	<b>42</b>
SECTION B (SPECIFIC)			
QUESTION	CONTENT	MARKS	TIME Mins
8	Terminology (Specific)	10	10
9	Systems and Control (Specific)	8	8
<b>TOTAL</b>	<b>SECTION B:</b>	<b>18</b>	<b>18</b>
	<b>GRAND TOTAL:</b>	<b>60</b>	<b>60</b>

**EXAMINATION WEIGHTING IN AUTOMOTIVE**

<b>MECHANICAL TECHNOLOGY – AUTOMOTIVE Grade 10</b>			
<b>SECTION A (GENERIC)</b>			
<b>QUESTION</b>	<b>CONTENT</b>	<b>MARKS</b>	<b>TIME Mins</b>
1	Multiple-choice questions (Generic)	6	6
2	Safety (Generic)	5	5
3	Tools and Equipment (Generic)	6	6
4	Joining Methods (Generic)	7	7
5	Forces (Generic)	4	4
6	Maintenance (Generic)	6	6
7	Engines (Generic)	8	8
<b>TOTAL</b>	<b>SECTION A:</b>	<b>42</b>	<b>42</b>
<b>SECTION B (SPECIFIC)</b>			
<b>QUESTION</b>	<b>CONTENT</b>	<b>MARKS</b>	<b>TIME Mins</b>
8	Terminology (Specific)	6	6
9	Maintenance (Specific)	3	3
10	Systems and Control (Specific)	5	5
11	Engines (Specific)	4	4
	<b>SECTION B:</b>	<b>18</b>	<b>18</b>
<b>TOTAL</b>	<b>GRAND TOTAL:</b>	<b>60</b>	<b>60</b>

**EXAMINATION WEIGHTING IN WELDING AND METALWORK**

<b>MECHANICAL TECHNOLOGY – WELDING &amp; METALWORK Grade 10</b>			
<b>SECTION A (GENERIC)</b>			
<b>QUESTION</b>	<b>CONTENT</b>	<b>MARKS</b>	<b>TIME Mins</b>
1	Multiple-choice questions (Generic) safety, tools, maintenance & materials	6	6
2	Safety (Generic)	3	3
3	Tools and Equipment (Generic)	4	4
4	Materials	5	5
<b>TOTAL</b>	<b>SECTION A:</b>	<b>18</b>	<b>18</b>
<b>SECTION B (SPECIFIC)</b>			
<b>QUESTION</b>	<b>CONTENT</b>	<b>MARKS</b>	<b>TIME Mins</b>
5	Welding terminology (trusses, cost calculations, terms, welding symbols)	6	6
6	Tools & Equipment	5	5
7	Forces	9	9
8	Maintenance (Generic)	3	3
10	Joining methods heat treatment of steel	6	6
11	Terminology development	8	8
12	Terminology steel section	5	5
<b>TOTAL</b>		<b>60</b>	<b>60</b>

**GRADE 11**

Revised Assessment criteria			
Term	Task	weighting	marks
1	Assignment	10%	50
2	Test	50%	50
3	PAT	20 %	50
4	Test	20%	120

**Examination weighting in Fitting and Machining**

MECHANICAL TECHNOLOGY – FITTING AND MACHINING Grade 11			
SECTION A (GENERIC)			
QUESTION	CONTENT	MARKS	TIME Mins
1	Multiple-choice questions (Generic)	14	13
2	Safety (Generic)	17	14
3	Tools and Equipment (Generic)	12	8
4	Materials (Generic)	17	15
<b>TOTAL</b>	<b>SECTION A:</b>	<b>60</b>	<b>50</b>
SECTION B (SPECIFIC)			
QUESTION	CONTENT	MARKS	TIME Mins
5	Terminology (Specific)	18	23
6	Tools and Equipment (Specific)	6	7
7	Forces (Specific)	13	14
8	Maintenance (Specific)	6	7
9	Joining Methods (Specific)	8	9
10	Systems and Control (Specific)	9	10
<b>TOTAL</b>	<b>SECTION B:</b>	<b>60</b>	<b>70</b>
	<b>GRAND TOTAL:</b>	<b>120</b>	<b>120</b>

**Examination weighting in Automotive**

MECHANICAL TECHNOLOGY – AUTOMOTIVE Grade 11			
SECTION A (GENERIC)			
QUESTION	CONTENT	MARKS	TIME Mins
1	Multiple-choice questions (Generic)	15	13
2	Safety (Generic)	18	15
3	Tools and Equipment (Generic)	15	12
4	Maintenance (Generic)	12	10
<b>TOTAL</b>	<b>SECTION A:</b>	<b>60</b>	<b>50</b>

<b>SECTION B (SPECIFIC)</b>			
<b>QUESTION</b>	<b>CONTENT</b>	<b>MARKS</b>	<b>TIME Mins</b>
5	Tools (Specific)	9	11
6	Engines (Specific)	15	17
7	Forces (Specific)	9	10
8	Maintenance (Specific)	9	10
9	Systems and Control (Specific)	15	18
10	Terminology (Specific)	3	4
<b>TOTAL</b>	<b>SECTION B:</b>	<b>60</b>	<b>70</b>
	<b>GRAND TOTAL:</b>	<b>120</b>	<b>120</b>

### Examination weighting in Welding & Metalwork

<b>MECHANICAL TECHNOLOGY – WELDING &amp; METALWORK Grade 11</b>			
<b>SECTION A (GENERIC)</b>			
<b>QUESTION</b>	<b>CONTENT</b>	<b>MARKS</b>	<b>TIME Mins</b>
<b>1</b>	Multiple-choice questions		
	5 Questions from Generics x 1	5	4
	7 Questions from Specifics x 1	7	6
<b>2</b>	Safety (Generic)	12	10
<b>3</b>	Tools and Equipment (Generic)	12	10
<b>4</b>	Materials	14	12
<b>TOTAL</b>	<b>SECTION A:</b>	<b>50</b>	<b>42</b>
<b>SECTION B (SPECIFIC)</b>			
<b>QUESTION</b>	<b>CONTENT</b>	<b>MARKS</b>	<b>TIME Mins</b>
<b>5</b>	Maintenance	6	7
<b>6</b>	Tools	12	14
<b>7</b>	Forces	21	24
<b>8</b>	Joining Methods Welding and Steel sections	9	10
<b>9</b>	Joining Methods Heat treatment	9	10
<b>10</b>	Joining Methods Development	13	13
<b>TOTAL</b>	<b>SECTION B:</b>	<b>70</b>	<b>78</b>
		<b>120</b>	<b>120</b>

## REVISED PROMOTION REQUIREMENTS FOR MUSIC

## GRADE 10

The 60% SBA is be composed of the following

The 60% SBA is be composed of the following:

1. 100 mark test written in term 1;
2. 100 mark test written in term 3; and
3. 150 mark practical test done in term 3

**TOTAL: 350 Marks**

**The 40% examination component will be divided into:**

**20% = PAT and 20% = Final exam**

**PAT:** Composition or Arrangement or Improvisation = **(50 marks) = 20%**

**FINAL EXAM**

Controlled Test (50 marks) = 10%

Practical (50 marks) = 10%

**PROGRAMME OF ASSESSMENT**

**GRADE 10**

TERM	SBA	MARK	PAT	MARK	TERM TOTAL
1.	Music Literacy	40			100
	GMK	40			
	Comprehension	20			
2.	<b>NO MID-YEAR EXAM</b>	<b>0</b>	PAT 1: Composition or Arrangement or Improvisation	50	50
3.	Music Literacy	40	<b>NO CONCERT PERFORMANCE PAT</b>	<b>0</b>	100
	GMK	40			
	Comprehension	20			
	Practical Test	150			150
	<b>SBA: 350 Marks</b>	<b>350</b>	<b>PAT: 50 Marks</b>	<b>50</b>	
4.	<b>FINAL CONTROLLED TEST</b>				
	Music Literacy	20			
	GMK	20			
	Comprehension	10			
	Practical	50			100
			<b>SBA: TEST (100) + TEST (100) + PRACTICAL (150): TOTAL = 350 = 60%</b>		
			<b>PAT: TOTAL = 50 = 20%</b>		
			<b>Final Exam: CONTROLLED TEST (50) = 10% + PRACTICAL (50) = 10%: TOTAL= (100) = 20%</b>		

## GRADE 10 WEIGHTING

### AMENDED WEIGHTING

TERM	1	2	3	4	
TASK	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
AREA OF ASSESSMENT	Written test	Practical exam	Written exam	Written test	Practical test
MARK	100	0	0	100	150
WEIGHTING PER TERM	100%	0	0	40%	60%
WEIGHTING PER ANNUM	28.5%	0	28.5%	42.8%	20%
TOTAL	SBA: $100 + 100 + 150 = 350$ MARKS = 60%			PAT: 50 marks = 20%	FINAL ASSESSMENT: 100 marks = 20%

## GRADE 11

The 60% SBA is composed of the following:

1. 100 mark test written in term 1
2. 100 mark test written in term 3
3. 150 mark practical test done in term 3

**TOTAL: 350 Marks**

The 40% examination component will be divided into:

PAT= 20% and Final exam = 20%

**PAT:** Composition or Arrangement or Improvisation = (50 marks) = 20%

### FINAL EXAM

Controlled Test (100 marks) = 10%

Practical (100 marks) = 10%

# PROGRAMME OF ASSESSMENT

## GRADE 11

TERM	SBA	MARK	PAT	MARK	TERM TOTAL
1.	Music Literacy	40			100
	GMK	40			
	Comprehension	20			
2.	<b>NO MID-YEAR EXAM</b>	<b>0</b>	PAT 1: Composition or Arrangement or Improvisation	50	50
3.	Music Literacy	40	<b>NO CONCERT PERFORMANCE PAT</b>	<b>0</b>	100
	GMK	40			
	Comprehension	20			
	Practical Test	150			150
	<b>SBA: 350 Marks</b>	<b>350</b>	<b>PAT: 50 Marks</b>	<b>50</b>	
4.	<b>FINAL CONTROLLED TEST</b>				
	Music Literacy	40			
	GMK	40			
	Comprehension	20			
	Practical	100			
			<b>SBA: TEST (100) + TEST (100) + PRACTICAL (150): TOTAL = 350 = 60%</b>		
			<b>PAT: TOTAL = 50 = 20%</b>		
			<b>Final Exam: CONTROLLED TEST (100) = 10% + PRACTICAL (100) = 10%: TOTAL= (200) = 20%</b>		

## GRADE 11 WEIGHTING AMENDED WEIGHTING

TERM	1	2		3		4		
TASK	TASK 1	TASK 2		TASK 3		TASK 4	TASK 5	
AREA OF ASSESSMENT	Written test	Practical exam	Written exam	Written test	Practical test	1 PAT	Controlled test	Practical
MARK	100	0	0	100	150	50	100	100
WEIGHTING PER TERM	100%	0	0	40%	60%	100%	50%	50%
WEIGHTING PER ANNUM	28.5%	0		28.5%	42.8%	20%	10%	10%
TOTAL	SBA: 100 + 100 + 150 = 350 MARKS = 60%					PAT: 50 marks = 20%	FINAL ASSESSMENT:	
							200 marks = 20%	

**PROMOTION REQUIREMENTS FOR GRADE 10 AND 11**

The current 25% weighting of SBA is increased to 60% and the examination component which is currently 75% is decreased to 40% resulting in a 60:40 split as opposed to the current 25:75 split. The full-scale examinations in Grades 10 and 11 should be replaced by a

**Controlled Test.**

The Controlled test should only be set on content taught, content not taught cannot be assessed. This final Controlled Test will be called Controlled Test Final.

The Controlled Test Final should cover a substantial portion of the curriculum taught (preferably covered in all four quarters).

The Controlled Test Final must adhere to a prescribed standard in terms of content coverage and must be administered under controlled conditions. The cognitive spread of the Controlled Test Final must adhere to the determinations of each subject as outlined in the Abridged CAPS Section 4.

The Controlled Test Final will consist of One Paper only for each of grades 10 and 11. The duration of the Grade 11 Controlled Test will be two hours, comprising of both Physics and Chemistry content;

The duration of the Grade 10 controlled test will be one hour, comprising of both Physics and Chemistry content;

The Controlled Test Final should only be set on content taught, content not taught cannot be assessed.

No “common examinations” / tests will be written in grade 10 and 11.

All controlled tests must adhere to the protocols for pre and post moderation to ensure standards are complied with.

**Weighting of Content in Grades 10 and 11**

The grade 10 Controlled Test Final should include work covered during terms 1, 2, 3, and 4 (option 1) OR work covered only in terms 2, 3 and 4 (option 2). The school can choose option 2 if a substantial amount of work was covered in terms 2, 3 and 4 otherwise the school should choose option 1.

In grade 11 all the work covered during terms 1, 2, 3 and 4 should be covered in the Controlled Test Final.

In grade 11 the Controlled Test Final should be of 2 hours duration and comprise of 100 marks. In grade 10 the Controlled Test Final should be of 1 hour duration and comprise of 50 marks.

The weighting of the content in the Controlled Test Final should follow the principle of more time spent on the content would result in more weight (i.e. more marks) given to that content in the Controlled Test Final.

**Practical Work**

Teachers can choose to do the formal experiment for SBA using any of the following modalities:

Teacher demonstration and learner worksheet; OR

PHET simulations; OR

Other Simulations; OR

Theory of the Practical Worksheet; OR teacher can allow learners to conduct the experiments at school if they can comply with the requirements for social distancing and sanitisation.

### Weighting of Cognitive Levels

**The Table 1 provides the weighting of cognitive levels in the Controlled Test Final for Grades 10 and 11.**

Table 1: Weighting of Cognitive Levels for Grades 10 and 11			
Grades 10 and 11			
Weighting of Questions Across Cognitive Levels			
Level 1	Level 2	Level 3	Level 4
15 %	35 %	40 %	10 %

### Moderation of Practical Work in grades 10 and 11

**The moderation of the practical work (formal experiments) which is part of the SBA, should incorporate the following process:**

- The moderation process could take any **one** of the following two formats:
  - Format 1: Onsite (face-to-face) moderation; OR
  - Format 2: Moderation of learners' written evidence of practical work. This could be onsite or offsite.
- If Format 1 onsite (face-to-face) moderation is chosen then the 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 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.

### Programme of Assessment Grade 11

Table 2 provides the revised Programme of Assessment for Grade 11.

Table 2: Programme of Assessment for Grade 11						
PROGRAMME OF ASSESSMENT FOR GRADE 11						
SBA: ASSESSMENT TASKS (60%)						END-OF-YEAR ASSESSMENT (40%)
TERM 1		TERM 2		TERM 3		TERM 4
Type	Weighting and duration	Type	Weighting and duration	Type	Weighting and duration	Controlled Test Final One Paper 2 hour Duration Maximum mark: 100
Experiment	10% (Minimum 50 marks and minimum 2hour duration)	Mid-Year Examination	0%	Experiment	10% (Minimum 50 marks and minimum 2hour duration)	
Control Test	40% (2 x 50 marks) 1 hr each			Control Test	40% (100 marks)	
Total Weighting: 50% of SBA		Total Weighting: 0%	Total Weighting: 50% of SBA			
FINAL MARK = 60% (ASSESSMENT TASKS) +40% (FINAL ASSESSMENT)=100%						

## Programme of Assessment Grade 10

Table 3 provides the revised Programme of Assessment for Grade 10.

Table 3: Programme of Assessment for Grade 10								
PROGRAMME OF ASSESSMENT FOR GRADE 10								
SBA: ASSESSMENT TASKS (60%)							END-OF-YEAR ASSESSMENT (40%)	
TERM 1		TERM 2		TERM 3		TERM 4		
Type	Weighting and duration	Type	Weighting and duration	Type	Weighting and duration	Type	Weighting and duration	Controlled Test Final One Paper
Experiment	10% (Minimum 50 marks and minimum 2 hour duration)	Mid-Year Examination	0%	Control Test	40%	Experiment	10% (Minimum 50 marks and minimum 2 hour duration)	1-hour Duration Maximum mark: 50
Control Test	40% (1 x 75 marks)  1,5 hours duration							
Total Weighting: 50% of SBA		Total Weighting: 0%		Total Weighting: 40% of SBA		Total Weighting: 10% of SBA		
FINAL MARK = 60% (ASSESSMENT TASKS) +40% (FINAL ASSESSMENT)=100%								

## 27. RELIGION STUDIES

### RELIGION STUDIES GUIDELINES ON PROMOTION REQUIREMENTS FOR 2020 GRADES 10 AND 11

#### Purpose

The purpose of the Religion Studies Guidelines to guide the teachers on the components of the SBA and examinations requirements for Grades 10 and 11 within the context of COVID-19

#### Underlining Principle

*Controlled tests should only be **set on Content Taught**, content **Not Taught Cannot be Assessed**.*

#### General Guidelines

- The full-scale examinations in Grade 10 and 11 be replaced by a Controlled Test.
- No “common examinations” / tests in grade 10 and 11.
- The controlled test to cover a substantial portion of the curriculum taught.
- The controlled test should cover work covered in all four quarters noting the general principle that tests should be set ONLY on the content taught.
- The test must be administered under controlled conditions.

#### Specific Guidelines for Religion Studies Grades 10 and 11

- The Controlled Test must adhere to content coverage as prescribed in the Religion Studies CAPS.
- A marking guideline and marking grid indicating the cognitive levels i.e. low 30, medium 40, and high 30 (Bloom's level 1-6) must be adhered to.
- All exam papers must follow the protocols for pre and post moderation to ensure standards are be complied with.
- The duration of the Religion Studies controlled tests is:
  - One Hour for Grade 10, and
  - Two Hours for Grade 11
- In Grade 11 there will be ONE exam paper which will cover content from Terms 1-4.

#### Promotion Requirements for Religion Studies Grade 10 and 11

Weighting of SBA and Examinations

***The current 25% weighting of SBA increased to 60% and the examination component which is currently 75% decreased to 40% resulting in a 60:40 split as opposed to the current 25:75 split.***

The weighting for SBA is 60% and 40% for examination.

#### PROGRAMME OF ASSESMENT GRADE 10

Term	Assessment task	Mark per term		Weighting
		Recording	Reporting	
1	Written task	100	100	60%
2	Mid-year exams	-1		
3	Project or Task	100	100	
	Test	100	100	
4	School-based Assessment (SBA)	100		40%
	Controlled test	80		
	Total for end of year			

#### PROGRAMME OF ASSESSMENT GRADE 11

Term	Assessment task	Mark per term		Weighting
		Recording	Reporting	
1.	Written task	100	100	60%
2.	Mid-year exam	-1		
3.	Project or Task	100	100	
	Test	100	100	
4.	School-based Assessment (SBA)	100		40%
	Controlled test	150	100	
	Total for end of year			

#### OUTLINE OF GRADE 10 CONTROLLED TEST

Time: 1 hour

Mark allocation: 80 Marks

#### SECTION A

##### Compulsory (20 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 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. **(40 marks)**

**Learners will answer one focused extended writing essay. There must be a choice out of two, three or four questions.**

- 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 a specific religious perspective and to argue/critique this position.
  - A source may be included to act as a stimulus.
- (20 Marks)**

## OUTLINE OF GRADE 11 CONTROLLED TEST

**Time:** 2 hour

**Mark allocation:** 150 Marks

## SECTION A

**Compulsory: 50 (25x2 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 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. **(50 marks)**

**Learners will answer one focused extended writing essay. There must be a choice out of two, three or four questions.**

- 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 a specific **religious perspective** and to argue/critique this position.

A source may be included to act as a stimulus. **(50 Marks)**

## 28. TECHNICAL MATHEMATICS

### 2020 Final Structure for grades 10 and 11.

This structure is aimed to assist teachers on how weight the topics as they examine their learners. It is well known that some schools could not cover the prescribed curriculum because of COVID 19 pandemic. The table below shows the minimum topics which should be examined in grades 10 and 11.

The weightings of the cognitive levels have not changed.

Levels of thinking	Suggested
Knowledge	25%
Routine Procedures	45%
Complex Procedures	20%
Problem Solving	10%

### SBA FOR GRADE 10 AND 11

There are four formal tasks for grades 10 and 11 in 2020.

Grade 10	SBA Weighting		Grade 11	SBA Weighting
Term 1	Investigation/ project – 25% Test – 25%		Term 1	Investigation/ project –25% Test – 25%
Term 3	Test – 25% Test – 25%		Term 3	Test – 25% Test – 25%
	60%			60%
Final	60% SBA + Final task 40% =100%			60% SBA + Final task 40% =100%

### Grade 10

Each paper in grade 10 should weight a minimum of 50 marks expected to be written in 1 hour.

Paper 1 (1 Hour for 50 marks)	Mark allocation	%	Paper 2 (1 Hour for 50 marks)	Mark allocation	%
Algebra	35 marks	70%	Trigonometry	40	80%
Functions and graphs	15 marks	30%	Mensuration	10	20%
<b>Total</b>	<b>50 marks</b>	100%	<b>Total</b>	<b>50 marks</b>	100%

## Grade 11

Paper 1 should weight a minimum of 100 (total) while paper 2 should weight a minimum of 50 marks.

**Minimum marks and topics are indicated the table below.**

Paper 1 (1,5 Hours for 100 marks)	Mark allocation	%	Paper 2 (1 Hour for 50 marks)	Mark allocation	%
Algebra	75 marks	75%	Trigonometry	25	50%
Functions and graphs	25 marks	25%	Analytical Geometry	25	50%
<b>Total</b>	<b>100 marks</b>	100%	<b>Total</b>	<b>50 marks</b>	100%

## 29. TECHNICAL SCIENCES

Guidelines to SBA and Final Examination for Technical Sciences during Covid 19

### PROMOTION REQUIREMENTS FOR GRADE 10 AND 11

- The current 25% weighting of **SBA is increased to 60%** and the **examination** component which is currently 75% is **decreased to 40%** resulting in a 60:40 split as opposed to the current 25:75 split.
- The full-scale examinations in Grades 10 and 11 should be replaced by a **Controlled Test**.
- The **Controlled test** should only be **set on content taught**, content not taught cannot be assessed. This final **Controlled Test** will be called **Controlled Test Final**.
- In the case of subjects with a practical component, allocate **20% of the examination component (20%) to the PAT**.
- The Controlled Test Final should **cover a substantial portion** of the curriculum taught (preferably covered in all four quarters).
- The Controlled Test Final must adhere to a **prescribed standard** in terms of content coverage and must be **administered under controlled conditions**.
- The **cognitive spread** of the Controlled Test Final must **adhere** to the determinations of each subject as outlined in the Abridged CAPS Section 4.
- The **Controlled Test Final** will consist of **One Paper** only for each of grades 10 and 11.
- The duration of the **Grade 11 Controlled Test** will be **two hours**, comprising of **both Physics and Chemistry content**;
- The duration of the **Grade 10 controlled test** will be **one hour**, comprising of **both Physics and Chemistry content**;
- The Controlled Test Final should only be set on content taught, content not taught cannot be assessed.
- **No “common examinations”** / tests will be written in grades 10 and 11.
- All controlled tests must adhere to the **protocols** for **pre and post moderation** to ensure standards are complied with.

#### 1. WEIGHTING OF CONTENT IN GRADES 10 AND 11

- The grade 10 Controlled Test Final should include work covered during terms 1, 2, 3, and 4 (option 1) OR work covered only in terms 2, 3 and 4 (option 2). The school can choose option 2 if a substantial amount of work was covered in terms 2, 3 and 4 otherwise the school should choose option 1.
- In grade 11 all the work covered during terms 1, 2, 3 and 4 should be covered in the Controlled Test Final.
- In grade 11 the Controlled Test Final should be of 2 hours' duration and comprise of 100 marks.
- In grade 10 the Controlled Test Final should be of 1 hour duration and comprise of 50 marks.
- The weighting of the content in the Controlled Test Final should follow the principle of more time spent on the content would result in more weight (i.e. more marks) given to that content in the Controlled Test Final.

## 2. PRACTICAL WORK FOR PAT

Teachers can choose to do the formal experiments for PAT using any of the following modalities:

- Teacher demonstration and learner worksheet; OR
- PHET simulations; OR
- Other Simulations; OR
- Theory of the Practical Worksheet; OR
- Teachers can allow learners to conduct the experiments at school if they can comply with the requirements for social distancing and sanitisation.

## 3. WEIGHTING OF COGNITIVE LEVELS

The Table 1 provides the weighting of cognitive levels in the Controlled Test Final for Grades 10 and 11.

Table 1: Weighting of Cognitive Levels for Grades 10 and 11		
Cognitive levels	Description	% Weighting
1	Remembering	25%
2	Understanding	30%
3	Analysing and application	40%
4	Creating and Evaluating	5%

### MODERATION OF PRACTICAL WORK IN GRADES 10 AND 11

**The moderation of the practical work (formal experiments) which comprises the PAT, should incorporate the following process:**

- The moderation process could take any **one** of the following two formats:
  - Format 1: Onsite (face-to-face) moderation; OR
  - Format 2: Moderation of learners' written evidence of practical work. This could be onsite or offsite.
- If Format 1 onsite (face-to-face) moderation is chosen, then the 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 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.

## Programme of Assessment Grade 11

Table 2 provides the revised Programme of Assessment for Grade 11.

<b>Table 2: Assessment in grade 11</b>								
<b>Programme of Assessment for Technical Sciences Grade 11</b>								
<b>Assessment Tasks</b>		<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>% of Final Promotion Mark</b>		<b>Marks</b>
<b>SBA</b>	Control Test 1 (50% of SBA) 150 marks	1 paper				30%	60%	The marks of the two tasks are converted according to the weightings to give a total mark out of 300
	Mid-year examination (0% of SBA)					0%		
	Control test 2 (50% of SBA) 150 marks			1 paper		30%		
<b>PAT</b>	Experiment (55% of PAT)	1				11%	20%	The marks of the two experiments are converted according to the weightings to give a total mark out of 100
	Experiment (0% of PAT)		1			0%		
	Experiment (45% of PAT)			1		9%		
Controlled Test Final	Controlled Test Final				1 Paper	20%	20%	1 paper Maximum marks: 100 Duration: 2 hours
Final Promotion Mark							100%	SBA + PAT + Final Examination = 300 + 100 + 100 = 500 marks

## Programme of Assessment Grade 10

Table 3 provides the revised Programme of Assessment for Grade 10.

Table 3: Assessment in grade 10								
Programme of Assessment for Technical Sciences Grade 10								
Assessment Tasks		Term 1	Term 2	Term 3	Term 4	% of Final Promotion Mark		Marks
SBA	Control Test 1 (50% of SBA) 150 marks	1 paper				30%	60%	The marks of the two tasks are converted according to the weightings to give a total mark out of 300
	Mid-year examination (0% of SBA)					0%		
	Control test 2 (50% of SBA) 150 marks			1 paper		30%		
PAT	Experiment (55% of PAT)	1				11%	20%	The marks of the two experiments are converted according to the weightings to give a total mark out of 100
	Experiment (0% of PAT)		1			0%		
	Experiment (45% of PAT)			1		9%		
Controlled Test Final	Controlled Test Final				1 Paper	20%	20%	1 paper Maximum marks: 50 Duration: 1 hours  The maximum mark of 50 is converted to a maximum mark of 100
Final Promotion Mark							100%	SBA + PAT + Final Examination = 300 + 100 + 100 = 500 marks

#### 4. Maximum marks for the SBA, PAT and Controlled Test Final

Table 4 provides a summary of the maximum marks for SBA, PAT and Controlled Test Final

Table 4: Maximum marks for SBA, PAT and Controlled Test Final		
Description	% Weighting	Maximum Mark
SBA	60%	300 marks
PAT	20%	100 marks
Controlled Test Final	20%	100 marks
<b>Programme Assessment</b>	<b>of 100%</b>	<b>500 marks</b>

## 30. TOURISM

### 2020 Amended Grades 10 and 11 Promotion Requirements for Tourism

The formal assessment requirements for Tourism in 2020 are as follows:

- **Three formal theoretical SBA assessment tasks** are completed during the 2020 school year in both Grades 10 and 11 to contribute a **60% weighting for SBA** to the promotion mark.
- The *end-of-year assessment* includes **two parts**: (1) **A Practical Assessment Task (PAT) (20%)** and (2) a **written Controlled Test (20%)**. Together, these two parts make up the **remaining 40% of the promotion mark in Grades 10 and 11**.
- In Grades 10 and 11 all assessment is set internally.
- 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 below.
- Assessment for the PAT is assessed internally at school level by the teacher and Departmental / Subject Head. The PAT is assessed externally by the Subject Advisor / Provincial Subject Head.
- This process is verified externally by DBE/UMALUSI.

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

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

2020 Formal Assessment in Grade 10			
TERM 1	TERM 2	TERM 3	Term 4: Promotion mark
<b>Task 1</b> Tourism Skills Assessment Task 25%		<b>Task 3</b> September Test 100%	SBA = Term 1+3 = 200÷2 = 100 60%
<b>Task 2</b> March Test 75%			PAT = 50 20%
			November Controlled Test 1 hour 65 marks 20%
<b>100</b>		<b>100</b>	<b>200 ÷ 2 = 100</b>

### 2020 Formal Assessment in Grade 11

TERM 1	TERM 2	TERM 3	Term 4: Promotion mark
<b>Task 1</b> Tourism Skills Assessment Task 25%  <b>Task 2</b> March Test 75%		<b>Task 3</b> September Test 100%	<b>SBA = Term 1+3 = 200</b> $200 \div 2 = 100$ <b>60%</b>  <b>PAT</b> 75 <b>20%</b>  <b>November Controlled Test</b> 2 hours 130 marks <b>20%</b>
<b>100</b>		<b>100</b>	<b><math>200 \div 2 = 100</math></b>

#### November Controlled Test in Grades 10 and 11 Tourism

**Controlled Test:** A test for formal assessment *may not* comprise of a series of smaller tests, and should cover a substantial amount of content.

#### Criteria for setting the November 2020 Controlled Test

- ONLY content that was taught may be assessed in the test.
- 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 the test to include the sections as indicated in the table that follows.

#### November 2020 Grade 10 Controlled Test

- Set a test with a **minimum total of 65 marks**.
- Minimum time allocated is **1 hour**.

Grade 10 November 2020 - Controlled Test		
Minimum total: <b>65 marks</b>		<b>Time: 1 hour</b>
SECTION A	Minimum marks	Percentage
Short questions	<b>20 marks</b>	30%
<b>Section A</b> includes questions based on topics taught in <b>Terms 1-4</b> . ( <i>Include topics that have not been assessed yet</i> ) <ul style="list-style-type: none"> <li>• Multiple Choice questions <b>(5 marks)</b></li> <li>• Three other types of short questions <b>(15 marks)</b></li> </ul> <b>Examples:</b> Pairing off items; Choose the correct word, Select the answer from a list; etc. <i>NO true/false questions are allowed.</i>		
SECTION B	Minimum marks	Percentage
Long Questions	<b>45 marks</b>	70%

**Include:**

- Questions that require a longer response for the answer.
- A question that requires a response in paragraph format (minimum 5 marks)
- Source-based questions (maps, case studies, scenarios, extracts, pictures, cartoons, advertisements, flow-charts, table or graphs, info-graphics)
- An action verb to open the question. This gives a clear instruction to the question and the expected response.

**Section B**

- Assess topics taught in Terms 2, 3 and 4 from the revised ATP for Grade 10.
- Select a minimum of any **FIVE (5) topics** taught in the 2020 school year for assessment in **Section B**.
- Exclude Term 1 content. (Tourism sectors, Domestic, Regional and International Tourism).

**TOPICS (Select a minimum of any FIVE (5) topics)**

1	Map work and Tour planning	
2	Tourist Attractions	
3	Sustainable and Responsible Tourism	
4	Domestic, Regional and International Tourism (Term 2,3)	
5	Culture and Heritage Tourism	
6	Communication and Customer Care	
7	Marketing	
<b>TOTAL</b>		<b>45 marks</b>
<b>GRAND TOTAL</b>		<b>65 marks</b>

**November 2020 Grade 11 Controlled Test**

- Set a test with a **minimum total of 130 marks**;
- Minimum time allocated is **2 hours**;

**Grade 11 November 2020 - Controlled Test**

<b>TEST: Minimum total: 130 marks</b>		<b>Time: 2 hours</b>
<b>Content</b>		
<b>Section A</b>	<b>Short questions (All topics)</b>	30
<b>Section B</b>	Map work and tour planning Foreign Exchange	20
<b>Section C</b>	Tourism attractions Culture and Heritage tourism Marketing	30
<b>Section D</b>	Tourism Sectors Sustainable and Responsible Tourism	30
<b>Section E</b>	Domestic, regional and international tourism Communication an customer care	20
<b>TOTAL</b>		<b>130</b>

**Criteria for setting a Marking Guideline for the Controlled Test in Grades 10 and 11**

- 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✓(Wingdings 2)
- Include all the alternative responses that are considered as correct answers on the Marking Guideline.

### **Revised 2020 Grades 10 and 11 Practical Assessment Task (PAT)**

- The PAT for Grades 10 and 11 will be set and moderated internally.
- The Exemplar task provided may be used as a framework for the design and development of the task.
- The PAT should be administered under controlled, examination conditions.
- The quality and standard of the PAT will be approved by the Subject Advisor/ Provincial Subject Head.
- All Levels of Moderation must be implemented.

## 31. VISUAL ARTS

### VISUAL ARTS - 2020 PROMOTION REQUIREMENTS GRADE 10 & 11

This document aims to provide Visual Arts teachers:

- More guidance on the minimum content to be covered should they exercise their professional judgement for school-based trimming of the grade 10 and/or 11 Annual Teaching Plan (ATP) based on Circular S3 of 2020.
- Guidance regarding school-based assessment (SBA) and end-of-year assessment.

#### VISUAL ARTS GRADE 10

GRADE 10	REQUIREMENTS	WEIGHTING	COMMENTS
<b>SBA</b>	Task 1: Theory test Task 2: Topic 1 (Sourcebook) Task 4: Topic 1 (Sourcebook) Task 5: Theory test	<b>60%</b>	All SBAs to be done ( <i>see Circular E11 of 2020</i> ) (Task 3 was trimmed)
<b>Task 6: PAT</b>	Retrospective Exhibition: two artworks from term 1 & 2/3 are compulsory	<b>20%</b>	Due to specific circumstances of this year and the importance of social distancing, it is highly recommended that the retrospective exhibition must not be a physical exhibition, but rather a catalogue, Power Point presentation, online portfolio, etc.
<b>Task 7.2: End-of-Year Practical (Paper 2)</b>	Sourcebook & Artwork	<b>10%</b>	Teacher set own brief. Learners complete sourcebook in Term 3 and Artwork (minimum 12-hours and maximum 24-hours) in Term 4
<b>Task 7.1 End-of-Year Theory Control Test (Paper 2)</b>	Assessment is dependent on the content covered in the classroom	<b>10%</b>	Test must include: <ul style="list-style-type: none"> <li>• Visual literacy questions</li> <li>• Work studied</li> </ul> The test must cater for a range of cognitive levels and must include paragraph-type responses. Time: 1 hour Minimum 50 marks
		<b>100%</b>	

## VISUAL ARTS GRADE 11

GRADE 11	REQUIREMENTS	WEIGHTING	COMMENTS
<b>SBA</b>	Task 1: Theory test Task 2: Topic 1(Sourcebook) Task 4: Topic 1 (Sourcebook) Task 5: Theory test	<b>60%</b>	All SBAs to be done ( <i>see Circular E11 of 2020</i> ) (Task 3 was trimmed)
<b>Task 6: PAT</b>	Retrospective Exhibition: two artworks from term 1 & 2/3 are compulsory	<b>20%</b>	Due to specific circumstances of this year and the importance of social distancing, it is highly recommended that the retrospective exhibition must not be a physical exhibition, but rather a catalogue, Power Point presentation, online portfolio, etc.
<b>Task 7.2: End of Year Practical (Paper 2)</b>	Sourcebook & Artwork	<b>10%</b>	Teacher set own brief. Learners complete sourcebook in Term 3 and Artwork (minimum 12-hours and maximum 24-hours) in Term 4
<b>Task 7.1 End of Year Theory Control Test (Paper 2)</b>	Assessment is dependent on the content covered in the classroom	<b>10%</b>	Test must include: <ul style="list-style-type: none"> <li>• Visual literacy questions</li> <li>• Work studied</li> </ul> The test must cater for a range of cognitive levels and must include paragraph-type responses. Time: 2 hour Minimum 50 marks
		<b>100%</b>	

### Theory content

THEME	GRADE 10	GRADE 11
	Approach: select specific artworks from the different civilisations/styles for an in-depth study to illustrate the working of these artworks in the respective societies. Include a minimum of four artworks in each theme.	Approach: select specific artworks from the different movements/styles for an in-depth study to illustrate the working of these artworks in the respective societies. Include a minimum of four artworks in each theme from at least two of the listed movements/styles.
<b>1</b>	Visual analysis and interpretation (compulsory)	Overview of 19 <sup>th</sup> century
<b>2</b>	African art	Birth of Modernism
<b>3</b>	Non-Western cultures from across the globe	Early 20th Century
<b>4</b>	Ancient Civilisations	Architecture
<b>5</b>	Classical World	Between the Wars
<b>6</b>	Middle Ages and/or Islamic art	Survey of post-1945 art movements
<b>7</b>	Renaissance	New Media
<b>8</b>	Baroque and Rococo	The Art world

- **TRIMMED CURRICULUM:** Study any **FIVE** themes in each grade (Theme 1 is compulsory in Grade 10), instead of **SIX** themes.
- The focus must be on specific artworks to illustrate/explain different civilisations, movements and/or styles.
- The Post-Covid-19 Annual Teaching Plans shows the pacing of the theory and includes specific artworks to study.
- The **Controlled test** should **however** only be **set on content taught**, content not taught cannot be assessed.
- The controlled test to **cover a substantial portion** of the curriculum taught (should cover work covered in all four quarters)