



**basic education**

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

# **Guidelines to Strengthen CAPS Implementation 2017**

## **Further Education and Training (FET) Band**

### **Grades 10 - 11**

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## Introduction

The Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise document developed for all subjects listed in the National Curriculum Statement Grades R-12 and replaced the various policy documents, such as the Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines.

Although the CAPS have been commended for its clarity and sequence of the content; teachers have raised concerns on the complexity of implementing its Section Four (4). Section 4 of the CAPS, meant to provide guidance on how to conduct both formal and informal assessment activities.

The ensuing guidelines were developed by subject teams, in consultation with provinces, in order to respond to the challenges raised on Section 4. In each subject contained, the teams developed guidelines to assist teachers to effectively implement Section 4 focusing on grades 10 and 11 in 2017.

The guidelines are intended to strengthen Section 4 of the CAPS. The guidelines will be in place until policy has been amended and promulgated. However, immediate implementation of the guidelines is strongly advised.

## 1. ACCOUNTING

### Reduction of Allocated Time:

**Grade 10 – Term 1:** Reduce time allocated to teach Indigenous Knowledge Systems teach to 1 week and increase time for other topics that require more time in Term 1. This will improve curriculum coverage.

### Sequencing of content

#### Grade 11

##### Term 1:

- Partnerships taught up to final accounts. Introduce financial statements of Partnerships.

##### Term 2:

- Begin with financial statements (week1 – 2) then analysis and interpretation of Partnership financial statements (week 3 -5)
- Time allocated for sports clubs will be reduced from 4 to 2 weeks (week 6 – 7)

##### Term 3:

- Allocations should be: Cost Accounting 4 weeks (Week 1-4);
- Budgeting 3 weeks (Week 5-7); and
- Inventory systems 2 weeks (week 8-9).

## 2. ARTS SUBJECTS

### 1.1. DANCE STUDIES, DESIGN, DRAMATIC ARTS, MUSIC, & VISUAL ARTS

#### RECOMMENDATIONS

##### All Arts Subjects Grade 10 and 11 candidates:

- Must be given considerations as Term 4 is taken up with all subjects' final examinations
- Term 3 should not include additional curriculum coverage as the Arts complete a Practical Examination and a Theory Examination in the prelims, whilst they still have to do the final Practical Examination.
- Curriculum Coverage should be in Term 1 and Term 2. The 3<sup>rd</sup> Term should be devoted to Prelims and final Practical Exams, with Term 4 reserved for all the final Examinations.
- Both School-Based Assessment and the Practical Assessment Task components must include a mark awarded for each Assessment Task and a consolidated mark.
- The PAT components must be taken out of the SBA and recorded separately, giving the required weighting of 25%.
- There must be a strong practical aspect and the SBA must include both Practical and Theory aspects.
- The PAT is to comprise 25% of the Examination Mark, whilst all Arts Subjects should be as follows:

<b>SBA</b>	<b>PAT</b>	<b>Exam Practical</b>	<b>Exam Theory</b>
100	100	100	100
<b>Total Marks 400</b>			

## 1.2. DANCE STUDIES

- The Cognitive levels for Dance Studies be adjusted to:  
L1:30% L2: 40% L3: 30%, so as to be in alignment with all other Arts Subjects.
- Constitute the Dance Studies Prescribed Materials Committee, and provide reviewed Prescribed Dance-works list (including Indigenous African Dance-works).
- **Suggests that pg. 9 is amended to:** The curriculum although written to include 3 most popular dance forms, may not be limited to and include: Ballroom; Latin American; Tap; Jazz; Indian; Spanish; Greek and other popular dance forms as in Hip Hop and Contemporary Freestyle provided they meet the rigour as that displayed by the dance forms outlined in the curriculum.

## 1.3. DESIGN

### Grade 10 and 11

#### ARCHITECTURE

The CAPS document requires study of Classical as in Ancient (Indigenous) and Contemporary but more guidance is needed to include 3D art (CAPS only concentrates on Stadiums and Amphitheatres). There are too similar concepts as in Visual Arts. Classical movements must be removed.

#### DESIGN MOVEMENTS

- Grade 11 should exclude all the grade 10 movements. In the trial exam paper and final paper, the focus should only be on grade 11 movements. There are too similar concepts as in Visual Arts.

#### DESIGNERS

- A prescribed list of designers to be studied in Grades 10 and 11, candidates can then be given a choice to study additional designers so as to broaden their scope of knowledge.
- A suggested list of new, interesting designers should be provided together with the categories that they belong in. This would alleviate confusion in some schools.
- CAPS should allow the freedom to add and adjust the basic list.

## **RETROSPECTIVE EXHIBITION**

- Provide Guidelines for the PAT Retrospective/Retrograde Exhibition
- Remark the Retrospective as a whole body of work.
- Involvement and feedback to teacher is vital. Allow for table top exhibitions. Part of the holistic mark should be either be:
  - a) A mark of a candidate's PATS or
  - b) Teacher must also mark together with the moderators and combine marks.
- Move the date of the retrospective to end of term 2 after PAT examination has been completed or beginning of term 3. Only term 1 and term 2 projects should be taken to exhibit. Term 3 is too busy. Term 1 and 2 also have a Business task that should be more in line with weighting of the practical.
- During the retrospective exhibition, candidates may set up their exhibition in a form of a **Window display or Advert or Promotion**. The moderator will then mark this 'promotion' or 'campaign' as the weighing is 20% of the retrospective mark (i.e. the business component of the exhibition) and is well in line with the rest of the weighing of the practical tasks.
- The retrospective exhibition as an opportunity for a learner to showcase their years' work and that the exhibition should be entirely their own efforts. This is a vital skill to learn as on a first year university level they are required to set up an exhibition of their years' work as well. It should be an opportunity for the school community to view their work.

## **MODERATION**

A standardised internal moderation rubric should be designed.

## **NB. SEE THE SUGGESTED RUBRIC BELOW**

### **WORKING MARKSHEETS**

- A standardised Annual Working Mark sheet should be designed so as to put to an end to all the confusion in all the schools around various Mark-sheet options.

### **DESIGN IN A BUSINESS CONTEXT**

- A standardized rubric should be developed, with level descriptors drawn up to specify exactly how educators need to mark to avoid personal and own interpretation in marking. This to be brought back into the Theory Topic 3 and learners to be examined on this section.
- This portion to be re-incorporated into Theory. This portion to be a written assignment of out of 50 marks rather than 10 marks. CAPS (p 47) must indicate that it counts out of 50 and then converted to 10 as nowhere in the document is it indicated as out of '50'. That the area of study per term be linked to the actual practical work for that term.
- Learners must concentrate on their entrepreneurial skills and motivate (through research) how to promote their own products instead of writing a CV (Business task for term 2).
- During the retrospective exhibition, the focus may be highlighted in 'promoting' the product. The moderator will then consider a new mark for the 'advertising' of the product.
- The SBA should not include PATs and should have tests and examinations including practical tests and exams.
- PATs must be recorded separately.



## 1.4. DRAMATIC ARTS

- Take the PATs out of the SBA and reduce the SBA to a mark /700 which must be converted to /100
- The PAT mark should be /100, thus reducing the Practical Exam to /100 and the Theory exam converted to /100

The SBA should comprise of no PATS SBA Grade 10 & 11:

Term 1	Term 2	Term 3	Term 4
Test Theory 50 Marks Test Theory from Term 3 50 Marks	Exam June Practical 150 and Theory 150	Exam Prelim Practical 150 and Theory 150	Final Examinations

The 3 PATs should be condensed into only 2 and the 3<sup>rd</sup> PAT should be same as other subjects ( See Visual Arts and Design)

Then = 700 converted 100

## 1.5. MUSIC

There must be;

- ☐ 3 PATs (One per Term: Concert Performance; Improvisation; Composition and Arrangement.

1. Tasks to be included in the SBA:

- PAT 2 Music Literacy Assignment
- PAT 5 Written Assignment.

2. The breakdown would then be SBA;

- 2 written assignment (50 marks x2)
- Examinations = 700 marks converted to mark /100.
- The 3 PATS (3x 50 marks) converted /100
- The Practical and Theory Examinations convert each to a mark/100 each.

## 1.6. VISUAL ARTS

### Grade 10

- a) **Term 1:** Guide teachers to focus on the different drawing techniques (for example, Working with pencils/graphite – (smooth shading), Pen – (ballpoint pen – scribbling and hatching), Fine liner – (Stippling) and lastly working with colour pencils – (different methods of working in colour pencils and the different blending techniques).
- b) Guidance to teachers to do a brief that encompass these techniques must be provided. The text book for art as used by many of the schools, have these techniques in them, but during moderation of grade 10 and 11, these techniques are done far too quickly, just for the sake of doing them and that it is not used in a final practical work.
- c) **Term2:** Should be spent doing a painting. Use oil/acrylic paints although acrylics is challenging due to limited time, oil gives a learner more time to create smooth and realistic looking end results. Learners can be taught on a step by step process from creating an under painting too the whites which is finally applied.
- d) **Term 3:** Spent on Printmaking, using Lino as a medium.
- e) **Term 4:** After completing period of working on learning with different medium, learners have the choice of working in one of these mediums done throughout the year to create an artwork for a 24 hour exam which is set during the final term 4 exam schedules.

### Grade 11

- a) **Term 1:** Teachers might start off with Printmaking for continuation of what was learnt in grade 10 – exploring etching (dry point etching on plexi glass).
- b) **Term 2:** A sculpture project exploring different sculpture techniques. This should be picking up from what was learned during Creative Arts.
- c) **Term 3:** Creating a mixed media artwork using unconventional materials. Learners may not use conventional art mediums to challenge their creativity and innovation.
- d) **Term 4:** Learners may use one of the techniques they have done from grade 10 or 11 for a 24 hour exam, timetabled during the final exam period. It is vital that learners should be exposed to the 24 hour exam in preparation for the prelim and also the final 24 hour exam for grade 12.

## **RETROSPECTIVE EXHIBITION**

- Provide Guidelines for the PAT Retrospective/Retrograde Exhibition
- Remark the Retrospective as a whole body of work.
- Involvement and feedback to teacher is vital. Allow for table top exhibitions. Part of the holistic mark should be either be:
  - a) A mark of learner's PATS or
  - b) Teacher must also mark together with the moderators and combine marks.
- Move the date of the retrospective to end of term 2 after PAT examination has been completed or beginning of term 3. Only term 1 and term 2 projects should be taken to exhibit. Term 1 and 2 also have a Business task and will be more in line with weighting of the practical.
- During the retrospective exhibition, learners may set up their exhibition in a form of a **Window display or Advert or Promotion**. The moderator will then mark this 'promotion' or 'campaign' as the weighing is 20% of the retrospective mark (i.e. the business component of the exhibition) and is well in line with the rest of the weighing of the practical tasks.
- The retrospective exhibition is an opportunity for a learner to showcase their years' work and that the exhibition should be entirely their own efforts. This is a vital skill to learn as on a first year university level they are required to set up an exhibition of their years' work as well. It should be an opportunity for the school community to view their work.

### **Process drawings**

- There process drawing should be over and above those that are forming part of the research, experimentation and investigation. There should be full tonal drawing of the concept. The process drawing should match the rigour of an A3 size page.

## 1.7. PERFORMING ARTS SUBJECTS (*Dance Studies, Dramatic Arts, and Music*)

- **Dance Studies** to take “Improvisation” out of the final practical and replace with a second solo
- **Music** to reduce 3 solos and one ensemble to 2 solos and one ensemble
- **Dramatic Arts** to remain with 3 pieces although not providing any technical development exercises as the other two subjects.

## 1.8. DESIGN & VISUAL ARTS

### PAPER 2: Practical Examination (Topics 1 and 2)

The examination question paper consists of

**TOPIC 1** (Process-book/ Sourcebook) and **TOPIC 2** (the Artwork).

**TIME:**

**TOPIC 1:** Conceptualising at school and/or home during the Third Term.

**TOPIC 2:** Final artwork done under controlled conditions only at school for a maximum of 24 hours.

**HAND OUT:** Will be stipulated by DBE.

**DUE DATE:** Will be stipulated by DBE.

- The practical examination is set by DBE.
- NOTE: The maximum duration for the entire practical exam process will be stated on the National practical Paper 2. Provinces will make all the arrangements after they have received the final examination timetable from the Department of Basic Education. This means communication to examiners and anyone else concerned needs to be done in the management of the practical examinations for Grade 10-11.
- The theme will be a wide and open-ended theme to cater for diverse solution in the different specialisation disciplines.
- Specialised options include drawing, painting, sculpture, printmaking, multi-media work, photography, ceramic sculpture, installations, new media work, photography, et cetera.
- As Topic 1(Conceptualising) has the same weighting as Topic 2 (The artwork), it should be given enough time to acknowledge its importance.
- The teacher may be involved in this preliminary preparatory session. Due to the preparatory nature of Topic 1, learners are allowed to also work at home.

- All Topic 1 work may be completed and ready before the commencement of the Topic 2 examination work. Learners may use the Topic 1 sourcebook as a point of reference during their Topic 2 examination. Both Topic 1 and Topic 2 examination work must be submitted to the examination officer/teacher immediately after the Topic 2 examination is completed. This date will be stipulated by each province in an official letter.
- The teacher is NOT to assist the candidate IN ANY WAY during the final production of the artwork (Topic 2).
- Topic 2 must be done on a continuous basis during contact time, for example during four consecutive days of six hours each. The choice of examination time division or options must be negotiated within each school.
- Topic 2 must be done at the learner's examination centre or registered art and centre, under the supervision of the school teacher. Topic 2 work must NOT be done at home and must NOT leave the examination venue.
- A province will determine the process involved in the marking of Topic 1 (sourcebook/process) and Topic 2 (final product). Schools will be notified by the provinces concerning date, time and venue for the submission of works to the examination centres, where applicable.
- Learners' work is not restricted regarding size, but it should be a substantial body of work representing at least 12 hours and no more than 24 hours. Please adhere to the mark allocation when marking.
- The final art practical examination for Grade 10 and 11 represents the culmination of their art studies throughout the year.

## **ASSESSMENT GUIDELINES**

### **TOPIC 1: Process-book/Sourcebook**

- This must be completed at school and at home during term 3.
- The teacher must introduce the question paper
- The teacher can guide the learners in their choice of subject matter, media and techniques used in Topic 2 regarding the specific context of the school.
- The teacher must encourage the learners to explore as many different interpretations as possible. Closely monitor and guide the learners as they research the theme.
- The source book provides insight into the way that the learners have formed ideas, how many alternatives they have investigated and other processes leading to the final work. The Process-book/Sourcebook should clearly communicate all thought processes leading to the making of artworks.
- There are no restrictions on size and it can be presented in any form.
- It is important to ban direct copying from magazines, the Internet et cetera. Direct copying of an image that is not the learner's own will be penalised. This is a form of plagiarism and is unacceptable.
- Utmost importance is placed on the process of transformation of the source material. Learners can, however, use appropriate images from magazines and other sources and combine them with other images to create their own interpretations.
- There should be a clear link between the final artwork and the visual/written information in the Process-book/Sourcebook.
- Emphasis should be placed on preparatory sketches, drawings, experimentation of technique and materials that will be used in the final work.
- In the Process-book/Sourcebook the learner should VISUALLY tell the 'story' of how the artwork was CONCEIVED, DEVELOPED AND PRODUCED. This should be done through drawing, writing, experimenting, pasting, photos, et cetera.
- The Process-book/Sourcebook should reflect individuality and creativity.

**The following is a guideline of things that should be included in the Process-book/Sourcebook:**

- Paste the examination paper/brief in front of the examination sourcebook
- Paste the examination paper/brief in front of the examination sourcebook
- Proposal/rationale, which could include mind maps, brainstorming, etc.
- Investigation, experimentation and research of approaches and/or ideas, which could include source material such as sketches. Drawings, photos, images, collected poems, lyrics and research on artists that have inspired. All material must relate to the development of the final artwork and substantiate decisions
- Personalise and create original preparatory/compositional sketches and drawings based on sources
- Process drawings / Storyboard
- If the work is more process-orientated, learners must include evidence of the creative process by documentation through original photographs, experiments and/or drawings / storyboard and accompanying texts.

## **TOPIC 2: Artwork**

The over-arching importance of the assessment will be the art elements and principles of design such as line, shape, colour, texture, space, rhythm, balance, proportion and composition.

- The examination work must be done in the presence of the Design teacher within the confines of the Art room.
- All materials needed for the examination must be brought into the examination venue, but NO examination work may be taken out of the classroom. This is regarded as an examination irregularity
- Learners may discuss the question paper with their Visual Arts teacher prior to the start of the examination, but no discussion of work may occur during the examination period.
- The learners are required to produce **ONE** artwork in the practical discipline that they have chosen for the year,
- Their final artwork may be presented as a single piece, or possibly in the form of a diptych, triptych or a series of works that read as one work.
- Learners are not restricted on size, but the artwork must be manageable and durable in terms of transport to the examination centre, if required by the province.
- Allow for a variety of media, techniques, disciplines and approaches
- Learners should demonstrate an advanced degree of technical skill in the use of a range of materials and techniques chosen.
- There are no specific prescriptions regarding the style of the work. A learner may either work in the form of naturalism, expressionism, decorative, et cetera.
- Learners may also incorporate other media to create mixed media work in any of the practical disciplines.
- Artworks that leave the school and/or art room/school i.e. foundry work, firing of sculptures, digital printing of photographs, et cetera, must be closely monitored by the art educator signing the artwork in and out of the art room.
- Creativity and individuality must be emphasised. The artwork should be an expression of interests/ideas and concerns at the level of a Grade 10 and 11 candidate.
- A successful artwork shall be a combination of concept and realisation. Beware of illustrative work. Emphasis should be placed on the aesthetic qualities, 'freshness' and energy of the artwork.
- In all digital/multimedia/new media work, concept development and realisation must play an important role. When marking, evidence of the candidate's thought processes leading to the final realisation of the concept should be visually evident.

## ASSESSMENT CRITERIA

The following criteria can be used as a marking guide for both subjects of **Design** and **Visual Arts**.

### TOPIC 1: PROCESS-BOOK/SOURCEBOOK

ASSESSMENT CRITERIA	This includes the following:	Suggested mark allocation
Concept development	Mind maps, annotated sketches and drawings to show concept development.	10
Research, investigation, experimentation, et cetera	<ul style="list-style-type: none"> <li>This should include <b>some or all</b> of the following:</li> <li>Sketches, drawings, photos, images, collected poems, lyrics and any other material that inspires you.</li> <li>Research on artists that have inspired you.</li> <li>Experimentation of media and/or different techniques</li> <li>All material must relate to the development of <b>your</b> work,</li> <li>Substantiating <b>your</b> decisions.</li> </ul>	15
Process drawings	<ul style="list-style-type: none"> <li>At least 30% should be drawings to explain your concept development.</li> </ul>	15
Presentation and overall view	<ul style="list-style-type: none"> <li>Visually interesting showing a personalized approach.</li> <li>Your sourcebook should consist of an average of 8-10 pages.</li> </ul>	10
<b>Total</b>		<b>50</b>

### TOPIC 2: THE ARTWORK/PRACTICAL

ASSESSMENT CRITERIA	This includes the following:	Suggested mark allocation
Choice and use of materials/ techniques	<ul style="list-style-type: none"> <li>Suitability of material and technique according to the concept.</li> <li>Safe and manageable. Technical skill</li> </ul>	10
Use of formal art elements	<ul style="list-style-type: none"> <li>The importance of the elements and principles of art such as line, shape, colour, texture, space, rhythm, balance, harmony, proportion and composition.</li> </ul>	10
Overall impression of work-originality, creativity, innovation.	<ul style="list-style-type: none"> <li>Generation of new, unique and novel responses/solutions.</li> </ul>	10
Interpretation and practical implementation of research.	<ul style="list-style-type: none"> <li>A personal interpretation of a theme</li> <li>Experimenting.</li> <li>Trying new challenges.</li> </ul>	10
Completion and presentation of artwork.	<ul style="list-style-type: none"> <li>Attention to detail.</li> <li>Task completed in allocated time.</li> <li>Presentation according to task.</li> </ul>	10
	<b>Total</b>	<b>50</b>

## ASSESSMENT CRITERIA FOR PRACTICAL WORK

<b>Outstanding</b>	90 – 100	<ul style="list-style-type: none"> <li>• The learner generated many ideas; tried unusual Combinations or changes before choosing one idea; made connections to previous knowledge; mastery of problem-solving skills.</li> <li>• Effort far beyond that required.</li> <li>• The 'WOW' factor is evident.</li> <li>• Works show great innovation.</li> <li>• Content/conceptual richness of the work is excellent.</li> <li>• The work as a whole is confident and evocative: it engages the viewer with excellent visual qualities.</li> <li>• The work clearly demonstrates original vision, a variety of innovative ideas and/or risk taking, and inventive articulation of a broad range of the elements and principles.</li> <li>• Outstanding and original presentation. Exceptional ability, creativity richness, insightful, fluent, high skill, observation and knowledge powerfully expressed; supported by an original or unusual selection of relevant visual references.</li> </ul>
<b>Excellent</b>	80 – 89	<ul style="list-style-type: none"> <li>• Striking impact: most of the above; detailed: well organised and coherent; polished; skill evident; supported by an original /unusual/relevant visual references; presentation original and considered; less resolved; some minor flaws evident.</li> <li>• Often excellent technical abilities, but not as innovative OR very innovative, but lacking technical richness.</li> </ul>
<b>Very Good</b>	70 – 79	<ul style="list-style-type: none"> <li>• Well organised, as above, but lacks the 'glow and sparkle' (less convincing in terms of imagination, creativity and innovation); good level of competence and selection of content; supported by a good selection of relevant visual references; obvious care and effort taken with original presentation; some obvious inconsistencies/flaws evident.</li> <li>• Good evidence of effort and commitment. Interesting/innovative/creative, but not technically resolved.</li> <li>• Technically good, but lacks conceptual richness or vice versa. Work may be creatively innovated, but lacks technical skill.</li> </ul>
<b>Good</b>	60 – 69	<ul style="list-style-type: none"> <li>• The work demonstrates some originality; clear intent; convincing; simple direct use of medium; displays understanding but tends towards the pedestrian and stereotyped response at times; adequate selection of relevant visual references; reasonable effort taken with presentation; distracting/obvious inconsistencies.</li> <li>• Sound level of competence.</li> </ul>
<b>Average</b>	50 – 59	<ul style="list-style-type: none"> <li>• Adequate; feels mechanical; derivative or copied; little insight.</li> <li>• Unimaginative; some visual references not always clearly identified.</li> </ul>



		<ul style="list-style-type: none"> <li>• Fair presentation; many distracting inconsistencies.</li> <li>• Average level of technical competence. Possibly limited commitment in terms of time and effort.</li> <li>• Imagery is copied from another source with little transformation of images.</li> <li>• Little evidence of trying anything unusual.</li> <li>• Scope of work is narrow and or repetitive.</li> </ul>
<b>Below Average</b>	40 – 49	<ul style="list-style-type: none"> <li>• Enough material/works to pass; not logically constructed.</li> <li>• Limited selection of information; poor technical skills and/or a lack of time on task might be contributing factors.</li> <li>• Little use of visual information, clumsy or careless presentation in need of support/motivation to pass.</li> <li>• Imagery is copied from another source with very little transformation.</li> <li>• Composition is weak and undeveloped; no evidence of planning, or incomplete planning.</li> </ul>
<b>Weak</b>	30 – 39	<ul style="list-style-type: none"> <li>• Just enough material/works to pass.</li> <li>• Visually uninteresting, uncreative; limited/poor technical skill used.</li> <li>• Little attempt to present information in an acceptable manner, little or no visual information/reference.</li> <li>• General lack of commitment; in need of support/motivation to pass.</li> <li>• Insufficient time on task. Standard below the acceptable.</li> <li>• Poor solutions to problems; artwork is copied and superficial. No evidence of original thought.</li> </ul>
<b>Very Weak Fail</b>	20 – 29	<ul style="list-style-type: none"> <li>• Very little information; jumbled; not easy to view; little or irrelevant work/ visual information.</li> <li>• No effort made to present work in an acceptable manner; general lack of commitment/cooperation.</li> <li>• Very poor skills level.</li> <li>• Project very weak or incomplete.</li> <li>• Poor artistic decision-making.</li> <li>• Classes were missed and learner failed to make up the time.</li> </ul>
<b>Unacceptable Fail</b>	00 – 19	<ul style="list-style-type: none"> <li>• Incoherent; irrelevant; very little or no work; lack of even limited skills; no commitment/ cooperation.</li> <li>• Work incomplete.</li> <li>• Poor artistic decision-making/learner put forth no effort.</li> <li>• Most classes were missed and student failed to make up the time.</li> </ul>
<b>Unacceptable Fail</b>	00 – 19	<ul style="list-style-type: none"> <li>• Incoherent: <b>irrelevant, very little or no work</b>: lack of even <u>limited</u> skills being applied. No commitment/cooperation.</li> </ul>

## **1.9. DESIGN AND VISUAL ARTS**

### **THE RETROSPECTIVE (RETROGRADE) EXHIBITION (DBE MARK SHEET: DESIGN PAT)**

Learners must present a small, Retrospective (Retrograde) Exhibition of their work as a part of their Examination Mark. The total of this exhibition is 100 marks. It is similar to a small one-person exhibition or a student graduate exhibition.

This exhibition provides substantial evidence and showcases the learner's Practical Work (Exam) developed over a period of time. According to CAPS, Grade 10 and 11 learners must Display, Exhibit or Present own work in a manner which enhances and complements the expressive and conceptual impact of the work.

#### **Checklist of the Exhibition**

- Grade 11: PAT 1 and PAT 2, Trial Examination Practical is compulsory. This includes Artworks and Process-books/Sourcebooks.
- One or Two Grade 10 Artworks to show Development and Progression.
- Learners have the opportunity to further develop and extend their PATs into a cohesive and holistic body of work that is seen in the context of an exhibition environment. Therefore, learners may exhibit more works that provide evidence of this process.

#### **Presentation**

- Teachers should provide the space for the exhibition, e.g. the school hall, art classroom, etc.
- Teachers should make learners aware of the importance of presenting their work and provide guidelines for a neat, professional exhibition.
- The learner's name should be clearly displayed and the Grade 10 or 11 PATs clearly labelled.
- Framing of artworks is unnecessary, but in many cases simple mounting will enhance the artwork
- Learners to refrain from using props, accessories, etc. The Exhibition must show an awareness of professional Exhibition practices.
- Should it be necessary to use computers to show digital work, teachers must make sure that they (computers) work with correct and/or known passwords

## Assessment

The body of work will be assessed holistically (as a whole body of work).

- The following is a guideline of aspects that will result in the final valid mark:
  - ✓ Overall progress and development of the learner to independent and individual solutions
  - ✓ Creativity and originality
  - ✓ Technical skills
  - ✓ Personal involvement and expression in the Process and Product (final artwork)
  - ✓ Substantiation in the Process-book/Sourcebook: conceptualisation, exploration and experimentation of media, techniques, styles, etc. Sufficient exploration of drawing
  - ✓ Full marks cannot be awarded if all required artworks are not presented. Marks should be adjusted according to the presented works.

## THE ASSESSMENT CRITERIA FOR PRACTICAL WORK SHOULD BE USED AS A MARKING GUIDE

### Assessment Process

- The Retrospective Exhibition **MUST** be face-moderated
- The teacher **MUST** mark the Retrospective Exhibition using the assessment criteria
- Provinces will follow a Standardised National format of examining:
  - ✓ The Provincial Panel (which may comprise of National Examiners) will be appointed by Province and despatched to any District to assess learners on a 'sample basis'
  - ✓ Provinces with smaller numbers may appoint a Marking Panel consisting of Examiners appointed by the Provincial Education Department to mark the Districts. They **MUST** be Subject Advisor/s and experienced/lead teachers
  - ✓ Cluster-marking or panels of Subject Advisors and teachers may be appointed by the Provincial Education Department
- Face-Moderation is essential for Standardisation
- The Moderator **MUST** be a Provincial Subject Coordinator or any other Subject Advisor appointed by the province (for moderation) for verification of the final mark.
- The DBE Arts Subject Specialist will monitor the Provincial Retrospective Exhibition.

### General guidelines to teachers, examiners, and moderators

- Use the assessment criteria for practical work
- Sensitivity to the context of the school, e.g. resources, facilities, etc.
- Realistic marking, and not according to personal preferences
- Reward rather than being punitive to the learner. The best work should guide the assessment
- Provinces cannot make their own requirements regarding to style, technique, etc.
- Examiners and Moderators **MUST** never impose their traditional ideas of school art in the marking. Knowledge of contemporary art practise is essential
- Marking **MUST** be CAPS compliant

### AN EXAMPLE OF A DESIGN or VISUAL ARTS RETROSPECTIVE EXHIBITION MARK SHEET

<b>PROVINCE :</b> <b>DISTRICT :</b> <b>SCHOOL :</b> <b>DATE :</b> <b>Centre No :</b>				
CANDIDATES NAMES IN ALPHABETICAL ORDER		TEACHER	EXAM PANEL	MODERATOR
Name	Surname			
CHIEF MARKER'S SIGNATURE DATE:				
MODERATOR'S SIGNATURE: DATE:				
SCHOOL STAMP:				
PRINCIPAL'S SIGNATURE DATE:				
<b>ADVANTAGES OF RETROSPECTIVE (RETROGRADE) EXHIBITION</b> <ul style="list-style-type: none"> <li>• There will be standardisation</li> <li>• Marking the skill of putting up an exhibition</li> <li>• It becomes on-site and face moderated</li> <li>• Exhibition to school community</li> <li>• Curating, labelling and mounting (mounted and exhibited work may improve results)</li> <li>• Holistic development of candidate which includes, but not limited to, business processes, networking, etc.</li> <li>• Process-book/Sourcebook serves as a 'report and/or calling card' for the candidate in future arts industry engagements</li> </ul>				

### 3. BUSINESS STUDIES

Page 47 of the Business Studies CAPS must read as follows:

#### 4.4 FORMS OF ASSESSMENT

##### 4.4.1 ASSIGNMENT - TERM 1.

Assignments can take on the following forms:

- Case Study
- Report
- Data Response
- Media research
- Essay Narrative research/Scientific

**Note:** Two types of referencing:

- Text referencing: where verbatim quotes are taken directly from reference/s as well as,
- Out of text referencing / bibliography: where reference/s used for research and information must be acknowledged at the end of the task

**The following outline the requirements of an assignment (for all types of assignments listed above):**

- It takes place within a shorter period of time, must be completed within a week
- This task must be completed by individual learners. (Group work is not allowed as it influences mark allocations as well and result in SBA marks being skewed )
- Terms of reference: A topic must be specified and clear instructions must be given to learners as guidance.
- All tasks must be administered under controlled conditions. Learners must collect information and bring it to the classroom where the teacher and learners can interact with collected information to complete the task.
- Synthesis must be built into the task where learners must after research be able to make recommendations, give opinions, suggestions or justifications on the topic.

- Learners must acknowledge all references used throughout the task as well as in a Bibliography /References. Refer to the note under Essay Narrative research above.
- If a rubric is used as a marking tool the following aspects are of importance:
  - Clear level descriptors must be used representing the contents of the topic identified for assessment through specific criteria. (not skipping any level e.g. Levels 0 ,1,2,3,4,5). It must be clear what a learner is expected to complete to receive maximum marks or any mark in between the levels.
  - Technical criteria must also be clearly defined in the level descriptors.
  - In addition to the rubric a suggested marking guideline/memo must be developed to justify the marks allocated in the rubric to accommodate maximum levels.
  - This rubric must be given and explained to learners together with the instructions of the task.

#### **4.4.2 Presentation: Term 2**

- A presentation in Business Studies consists of the following components:
  - Written (30) marks
  - Oral (20) marks
  - Total mark: (50) marks
- This task must be completed by individual learners. (Group work is not allowed as it influences mark allocations as well and result into skewed SBA marks).
- Terms of reference: A topic must be specified and clear instructions must be given to learners as guidance.
- Synthesis must be built into the task where learners must after research be able to make recommendations, give opinions, suggestions or justifications on the topic.
- Learners must acknowledge all references used throughout the task as well as in a Bibliography /References.
- Separate rubrics must be used as marking tools and the following aspects are of importance:

- All criteria used to assess must be discussed with the learners prior to the commencement of the presentation.
  - Clear level descriptors must be used representing the contents of the topic identified for assessment through specific criteria (not skipping any level e.g. Levels 0, 1, 2, 3, 4, 5). It must be clear what a learner is expected to complete to receive maximum marks or any mark in between the levels.
  - Technical aspects required must also be set as criteria and to be clearly defined in the level descriptors.
  - Learner must be assessed on how they respond to questions and answer in a professional manner for which a descriptor must be clearly set.
- Where resources are available, the use of electronic presentations might be encouraged and where resources are not available, posters and handout presentations should be encouraged.

#### **4.4.3 Projects: Term 3**

- Generally, projects are given a longer period of time, that is, one to two months to complete as they involve some form in research, consolidating and choosing relevant information and preparing a written document as evidence.
- Learners should be given the necessary guidance prior to commencement of the project and progress must be monitored throughout the project. All criteria used to assess the project must be discussed with them before commencing with the project.
- Projects generally work well if they are structured around some form of problem and learners guided towards further research.
- The purpose of a research project is to develop the research, critical thinking and problem-solving skills of learners.

- It is recommended that teachers allow learners to collect information for the projects and bring it to class and allocate class time e.g. 10 min every week for learners to work individually on their projects under controlled conditions. In this way teachers can ensure that the work is original and the work of the individual learner.
- Research instruments used must be added as an annexure/addendum serving as evidence of research conducted e.g. questionnaires and responses.
- The project must NOT be treated as a presentation. Learners do not have to do presentations of/on their findings of the research.
- Important: refer to the note at the end of the Term 2 content (page 17 for Grade10, page 27 for Grade 11 and page 40 for Grade12) in this CAPS document namely that the project topic and instructions and marking rubric, must be given in term 2 for submission in Term 3.
- Separate rubrics must be used as marking tools and the following aspects are of importance:
  - All criteria used to assess must be discussed with the learners prior to the commencement of the project.
  - Clear level descriptors must be used representing the contents of the topic identified for assessment through specific criteria (not skipping any level e.g. Levels 0, 1, 2, 3, 4, 5). It must be clear what a learner is expected to complete to receive maximum marks or any mark in between the levels.
  - A marking rubric of the instructions and the topics that represents the maximum allocation according to the rubric must be drawn up by the teacher to be submitted as an indication of the assessment of the project.
- Technical aspects required must also be set as criteria and to be clearly defined in the level descriptors

#### 4.4.4 Controlled test 1 and 2

#### 4.4.5 Examination



## 4. COMPUTER APPLICATIONS TECHNOLOGY

**Grade 10 – 11: No clarity on minimum mark allocation for SBA tests**

All SBA (PoA) Tests: Min 45 marks

**Grade 10-11: Change of description in CAPS**

Change table to:

Lower order	Middle order	Higher order
Knowledge	Understand & Apply	Analyse, Evaluate & Create
<b>30%</b>	<b>40%</b>	<b>30%</b>

## 5. CONSUMER STUDIES

### 4.3.1 The number of assessment tasks per subject (page 61)

- Reduce the number of formal assessment from 10 per year to 7. Remove the Project as a formal assessment task from the SBA. The content that was included for assessment in the project must be included for assessment in daily activities in preparation for formal assessment.

Only **two SBA tasks** per term to be included in Grades 10-11 as indicated in the table below.

Term 1	Term 2	Term 3	Term 4
Test = 75%	June Examination = 75%	Test = 75%	PAT = 25%
Practical Lessons = 25%	Practical Lessons = 25%	Practical Lessons = 25%	SBA = 25% Final Examination 50%

### 4.3.1 Table 1a (page 61)

#### Weighting of the assessment tasks in terms of time and mark allocation

Current	Amendment
Test 50%	Change the weighting of the Test: 75%
Project = 25 %	Remove the Project as part of formal assessment.
Practical Lessons = 25%	Retain the Practical Lessons and weighting

**Table 1 a FORMAL ASSESSMENT: GRADE 10 & 11 (page 61)**

TERM 1		TERM 2		TERM 3		TERM 4: Promotion mark
<b>Task 1</b> Test	75%	<b>Task 3</b> Midyear examination	75%	<b>Task 5</b> Test	75%	Term 1+2+3=300%3 = 100 PAT 1 + 2 = 50+50 = 100 November Examination paper = 200
<b>Tasks 2</b> Four(4) Practical lessons (2.1/ 2.2/ 2.3/ 2.4)	25%	<b>Tasks 4</b> Four(4) Practical lessons (4.1/ 4.2/ 4.3/ 4.4)	25%	<b>Tasks 6</b> Four(4) Practical lessons (6.1/ 6.2/ 6.3/ 6.4)	25%	
<b>TOTAL</b>	<b>100</b>		<b>100</b>		<b>100</b>	<b>400 % 4 = 100</b>

### 4.3.2 Cognitive levels and levels of difficulty for cognitive demand (page62)

#### Levels of difficulty for formal assessment tasks

- Easy = 30%
- Moderate =50%
- Difficult =20%

#### Suggested weighting for cognitive levels

- Lower order 30% (Remembering)
- Middle order 50% (Understanding 20% Applying 30%)
- Higher order 20% (Evaluating, Analysing and Creating)

## 5 Editorial corrections

Project term 1 (page 19 and 26) Delete the section on projects to align with Table 1 a (on page 61) to reduce workload	Project term 1 (page 19 and 26) Delete the section on projects to align with the amended Table 1 a (on page 61)
Omission in Practical lesson 11	Practical lesson 11 pg. 40: Add bottled fruit
Omission of task numbers on p 61	Label and Number the tasks 1,2,3 for first term 4,5,6 for term 2 and 7 and 8 for term 3 to align with SA SAMS
pg 38/43/47/51/55/61/63 Inconsistent use of terminology e.g. The use of practical task instead of practical lesson	Use consistent terminology throughout the CAPS for practical work. Replace task with lessons (page 38/43/47/51/55/61/ 63)
pg 63: Incorrect number of practical lessons for Grade 12	<b>4.4 Practical lessons</b> <b>Grade 12</b> Correct the number of practical lessons per term Must read: .....do a minimum of six (6) practical lessons during the year, three in each of the first two terms.
<b>Section 4</b> Headings and content in Section 4. Ref: (page 60) Some headings and information omitted from Consumer Studies.	Include the following to complete and align the headings for Services subjects. <b>4.1 Introduction to Assessment (page 60)</b> Assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

	Assessment involves activities that are undertaken throughout the year. In Grades 10-11 assessment comprises of two different but related activities: informal assessment (assessment for learning) and formal assessment (assessment of learning).
4.3.1 (page 61) Table and narrative not aligned	4.3.1 (page 61) <b>The formal assessment requirements for Consumer Studies are as follows:</b> <ul style="list-style-type: none"> <li>• <i>Three formal theoretical assessment tasks</i> in Grade 10 and 11 must be completed during the school year.</li> <li>• <i>The twelve practical lessons</i> make up 25% of the total SBA mark for Consumer Studies in Grades 10-11.</li> <li>• The end of the year assessment includes two parts: a practical assessment task (<i>includes two practical examinations</i>) and a <i>written theory paper</i>. Together these two parts make up the remaining 75% in all grades.</li> </ul>
4.3.2 Projects (page 62) Delete the section on projects to align with Table 1 a to reduce workload	4.3.2 Projects (page 62) Delete the section on projects to align with Table 1 a.
4.4 (page 63) Correct the headings and sub-headings for Practical work	4.4 <b>Practical work</b> (page 63) <b>4.4.1 Practical lessons</b> <b>4.4.2 Practical Assessment Task (PAT)</b>
4.4 1 (page 63) Remove ambiguity	4.4.1 <b>Practical lessons</b> (page 63) <b>Bullet 3</b> Examples of suggested dishes for the practical lessons are reflected in the term plans.
4.4.2 <b>Practical Assessment Task Task 1 and 2</b> Amend pg. 63 to reflect that the PAT can take place as follows: <ul style="list-style-type: none"> <li>- <b>Grade 12:</b> Term 1, 2 and 3</li> <li>- <b>Grades 10 and 11:</b> Terms 2,3,and 4</li> </ul>	<b>4.4.2 Practical Assessment Task Task 1 and 2</b> (page 63) <b>Bullet 2:</b> <ul style="list-style-type: none"> <li>- In Grade 12 these examinations take place in term 1 to 3.</li> <li>- Include the sentence: In consultation with the Subject Advisor a school may start Grade 12 PAT 1 in term 1.</li> <li>- In Grade 10 and 11..... examinations may be done in term 2, 3 and 4</li> </ul>

<p>The duration of Practical Examinations are not specified.</p>	<p><b>4.4.2 Practical Assessment Task</b>  <b>Task 1 and 2 (page 63)</b>  <b>Duration for practical examinations in each option per grade.</b></p> <table border="1" data-bbox="671 327 1398 472"> <tr> <th colspan="2"><b>FOOD PRODUCTION</b></th> </tr> <tr> <td>Grade 11</td> <td>2 hours</td> </tr> <tr> <td>Grade 10</td> <td>1½ hours</td> </tr> </table> <table border="1" data-bbox="671 506 1398 696"> <tr> <th colspan="2"><b>CLOTHING PRODUCTION</b></th> </tr> <tr> <td>Grade 11</td> <td>1 hour (Layout and cutting) 2½ hours</td> </tr> <tr> <td>Grade 10</td> <td>1 hour (Layout and cutting) 2 hours</td> </tr> </table> <table border="1" data-bbox="671 730 1398 965"> <tr> <th colspan="2"><b>KNITTING AND CROCHETING PRODUCTION</b></th> </tr> <tr> <td>Grade 11</td> <td>Two sessions of 3 hours each (30-minute break after two hours)</td> </tr> <tr> <td>Grade 10</td> <td>Two sessions of 2½ hours each</td> </tr> </table> <table border="1" data-bbox="671 999 1398 1189"> <tr> <th colspan="2"><b>SOFT FURNISHING PRODUCTION</b></th> </tr> <tr> <td>Grade 11</td> <td>1 hour (Layout and cutting) 2½ hours</td> </tr> <tr> <td>Grade 10</td> <td>1 hour (Layout and cutting) 2 hours</td> </tr> </table> <table border="1" data-bbox="671 1223 1430 1525"> <tr> <th colspan="2"><b>PATCHWORK AND QUILTING BY HAND PRODUCTION</b></th> </tr> <tr> <td>Grade 11</td> <td>1 hour (Layout and cutting) 3 hours (30-minute break after two hours)</td> </tr> <tr> <td>Grade 10</td> <td>1 hour (Layout and cutting) 3 hours (30-minute break after two hours)</td> </tr> </table>	<b>FOOD PRODUCTION</b>		Grade 11	2 hours	Grade 10	1½ hours	<b>CLOTHING PRODUCTION</b>		Grade 11	1 hour (Layout and cutting) 2½ hours	Grade 10	1 hour (Layout and cutting) 2 hours	<b>KNITTING AND CROCHETING PRODUCTION</b>		Grade 11	Two sessions of 3 hours each (30-minute break after two hours)	Grade 10	Two sessions of 2½ hours each	<b>SOFT FURNISHING PRODUCTION</b>		Grade 11	1 hour (Layout and cutting) 2½ hours	Grade 10	1 hour (Layout and cutting) 2 hours	<b>PATCHWORK AND QUILTING BY HAND PRODUCTION</b>		Grade 11	1 hour (Layout and cutting) 3 hours (30-minute break after two hours)	Grade 10	1 hour (Layout and cutting) 3 hours (30-minute break after two hours)
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Grade 10	1 hour (Layout and cutting) 3 hours (30-minute break after two hours)																														
<p>Layout for the June Examination paper is not included for Grades 10-12</p>	<p>Layout included below for Grades 10-12</p>																														
<p><b>Examinations (page 63)</b>  <b>Bullet 3</b> above the table          Improve the wording to align with the text in the table.</p>	<p><b>Examinations (page 63)</b>  <b>Bullet 3</b>          The mark allocation in the table below reflects marks for:</p> <ul style="list-style-type: none"> <li>• <b>Grade 10 and 11:</b> November examinations</li> </ul>																														
<p><b>4.6.2 Practical Assessment Task (PAT)</b>  <b>Bullet 4 (page 65)</b>          Correct the incorrect word for clarity.</p>	<p><b>Bullet 4 (page 65)</b>          Change the word block 'assessment' to block 'adjustment'</p>																														

### 4.3.2 Types of formal assessment tasks for Consumer Studies

Tests (page 62)

#### GUIDELINES FOR SETTING A TEST AND A MARKING GUIDELINE

(Applicable to grades 10 and 11)

- Minimum total: 50
- Time: 1 min per question – 50 minutes actual writing time
- The cover page to include the name of the school, the date, name of the subject, time allocation, mark total, name of examiner and moderator
- All papers must be typed – graphics/illustrations clear
- No spelling, language or translation errors are allowed
- Include TWO sections (Section A and B)

#### SECTION A: Short questions (15 marks)

Multiple choice questions (5x1 marks)

Include a variety of short questions (Examples: Pairing off items; Choose the correct word, Select the answer from a list; crossword puzzles) (10 x 1 marks)

*Note: NO true/false questions are allowed.*

#### SECTION B: (35 marks)

**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 (case studies, scenarios, extracts, pictures, cartoons, advertisements, flow-charts, table or graphs)
- An action verb to open the question. This gives a clear instruction for the answer.

#### MARKING GUIDELINE

- Must contain name of school, date, subject, marks, name of the examiner and moderator on the first page.
- All Marking guidelines must be typed – have no spelling errors and must reflect correct numbering to align with the question paper.
- Indicate the mark allocation for each fact with a tick✓
- Include all alternative responses.

### 4.3.2 Types of formal assessment tasks for Consumer Studies

#### Examinations (*page 63*)

### LAYOUT OF EXAMINATION PAPERS - MIDYEAR (JUNE EXAMINATION)

#### Grade 10

**Total: 100 marks - Duration: 1 hour 30 minutes**

	<b>Content</b>	<b>100</b>
Question 1	Short questions ( all topics covered in term 1 and 2)	20
Question 2	The Consumer	40
Question 3	Food and Nutrition	40

#### Grade 11

**Total: 150 marks - Duration: 2 hours**

	<b>Content</b>	<b>150</b>
Section A	Short questions (all topics covered in term 1 and 2)	30
Section B	The Consumer	20
Section C	Food and Nutrition	50
Section D	Design Elements and Principles	30
	Fibres and Fabrics	20

## 6. ECONOMICS

**pg : 40 – 41:** 4.4. Mark allocation for the development of the SBA mark sheet

Grade 10 : Mid-year: column has been divided into:

Paper 1 = 100 and Paper 2 =100

Grade 11 and 12: Mid-year column has been divided into:

Paper 1 = 150 and Paper 2 =150

Grades 10-12: Final examinations column has been divided into

Paper 1 = 150 and Paper 2 =150

### Refer to Programme of Assessment

#### **pg. 43-44**

##### 4.4.2 Examinations

Grade 10 – 100 marks – 1h30mins

Grade 11 – 150 marks – 2 hours

Grade 12 – 150 marks – 2 hours

#### **pg. 45**

The first sentence is amended and should read as follows:

4.7 The Economics examination papers consists of TWO (2) 2 hours papers of 150 marks each.

Question 2.2 mark allocation should be  $2 \times 10 = 20$  (it should be two questions each weighing 10 marks)

#### **pg. 45-46**

1.3 should now read: Identify the concept

2.1.1 Name/List any TWO  $2 \times 1 =$  (2)

2.1.2 Why/How/Explain  $1 \times 2 =$  (2)

2.2 Data response: Study the following graph/ cartoon, table/ text etc and answer the questions that follow (10)

2.3 Data response: Study the following graph/ cartoon, table/ text etc and answer the questions that follow. (10)

2.4 Compare, Contrast, Draw, Solve, Distinguish; Differentiate, Explain, etc (Middle order)

2.5 Compare, Contrast, Draw, Solve, Distinguish; Differentiate, Explain, etc (Higher order)  
(8)



### Mark allocation

Introduction – 2 marks

Body – Main part – 26 marks

Additional part – 10 marks

Conclusion – 2 marks

### pg. 40-41 Annexure

#### ECONOMICS PROGRAMME OF ASSESSMENT GRADE 10

Assessment	TERM 1		TERM 2			TERM 3		TERM 4			
	Assignment	Controlled Test	Project	Mid-year Exam		Case Study	Controlled Test	Year mark	FINAL EXAMINATION		TOTAL
<b>Total Marks</b>	50	100	50	100 (P1)	100 (P2)	50	100	550	150 (P1)	150 (P2)	
Converted to a mark out of:								550 /5.5 = 100	300		400

#### GRADE 11

Assessment	TERM 1		TERM 2			TERM 3		TERM 4			
	Assignment	Controlled Test	Project	Mid-year Exam		Case Study	Controlled Test	Year mark	FINAL EXAMINATION		TOTAL
<b>Total Marks</b>	50	100	50	150 (P1)	150 (P2)	50	100	650	150 (P1)	150 (P2)	
Converted to a mark out of:								650 /6.5 = 100	300		400

## 7. GEOGRAPHY

### 4.3.1 Summary of formal assessments expected in Grades 10 to 11

RECOMMENDATIONS					
The weighting of tasks for term reporting should be included as follows:					
		Grade 10		Grade 11	
Term	Task	Marks	Weighting	Marks	Weighting
1	Data handling	75	67%	75	67%
	Test	75	33%	75	33%
2	Mapwork	75	50%	75	50%
	Mid-year examination	200	50%	300	50%
3	Research/Essay	100	67%	100	67%
	Test	75	33%	75	33%
	Trial Exam				

### 4.3.2 Formal assessment requirements for Geography (pg 51)

Table 1 on suggested cognitive levels does not have examples of action verbs associated with each level.

**Table 2**

L1 (Knowledge/ Remembering)	L2 (Understanding/ Applying)	L3 (Analysing, Evaluating, Creating)
Define; Describe; Draw Find; Identify ; Label List; Match; Name Quote; Recall; Sequence Tell ; Write; Count	Apply; Change ; Choose Compute ; Conclude; Demonstrate; Discuss; Explain; Generalise; Identify; Illustrate Interpret Interview Paraphrase Predict ; Report; Restate; Review Summarize ; Tell; Prepare Produce; Select ; Show Transfer ; Use	Apply ; Appraise ; Argue ; Assess Change ; Choose Compute Compos, Construct ; Create ; Critic ; Conclude Decide ; Design ;Develop; Evaluate; Integrate ; Invent; Interview Prepare Produce ; Select ; Show; Transfer ; Use ;Make; Organize Perform ; Plan ; Produce Propose ; Rewrite ; Judge ; Justify ; Predict ; Prioritise ; Prove ; Rank; Rate; Select

### 4.4.2 Examples of possible assessment activities

- Essay should only be done in Grade 10 (p54).
- Research should be done in Grades 11 and 12 (p54).

## 8. HISTORY

### 4.4.1. Programme of Assessment and Weighting of tasks (pg. 34 - 37)

#### Grades 10 and 11

In addition to the weighting of tasks at the end of the year, the weighting of tasks for term reporting should be included as follows:

Term	Task	Grade 10		Grade 11	
		Marks	Weighting	Marks	Weighting
1	Source-based	50	67%	50	67%
	Test	75	33%	100	33%
2	Heritage/Oral History/Research	50	50%	50	50%
	Mid-year examination	100	50%	150	50%
	Source-based				
3	Source-based	50	33%	50	33%
	Test	100	67%	100	67%
	Trial Exam				

P.34 .It is recommended that Source-based Questions and Essay Task to be set out of 50 marks each equal to 100 reduced to 20.

### 4.4.2 Examinations (pg. 37)

#### Grade 10

Mid-year Examination: The question paper should be reduced to 2 hours.

## 9. HOSPITALITY STUDIES

### The number of assessment tasks per subject

- Reduce the number of formal assessment from 10 per year to 7 to align with policy. Remove the Project as a formal assessment task from the SBA.
- Only **two SBA tasks per term** are included **per term** as indicated in the table below.

Term 1	Term 2	Term 3	Term 4
Test = 75%	June Examination = 75%	Test = 75%	PAT = 25%
Practical Lessons = 25%	Practical Lessons = 25%	Practical Lessons = 25%	SBA = 25%
			Final Examination 50%

### Weighting of the Assessment Tasks in terms of Time and Mark Allocation

Current	Amendment
Test 50%	Change the weighting of the Test: 75%
Project = 25 %	Remove the Project as part of formal assessment.
Practical Lessons = 25%	Retain the Practical Lessons and weighting of 25%

**Table 1 a FORMAL ASSESSMENT: GRADE 10 & 11** (page 40)

TERM 1		TERM 2		TERM 3		TERM 4 Promotion mark
<b>Task 1</b> Test	75%	<b>Task 3</b> Midyear examination	75%	<b>Task 5</b> Test	75%	Term 1+2+3=300%/3 = 100 PAT 1 + 2 = 50+50 = 100 November Examination paper = 200
<b>Task 2</b> Three(3) Practical lessons (2.1/ 2.2/ 2.3/ <b>PLUS</b> A Practical Skills test (2.4)	25%	<b>Task 4</b> Four(4) Practical lessons (4.1/ 4.2/ 4.3/ 4.4)	25%	<b>Task 6</b> Four(4) Practical lessons (6.1/ 6.2/ 6.3/ 6.4)	25%	
<b>TOTAL</b>	<b>100</b>		<b>100</b>		<b>100</b>	<b>400 % 4 = 100</b>

#### 4.4.2 Cognitive levels and levels of difficulty for cognitive demand (page41)

##### Levels of difficulty for formal assessment tasks

- Easy = 30%
- Moderate =50%
- Difficult =20%

##### Suggested weighting for cognitive levels

- Lower order 30% (Remembering)
- Middle order 50% (Understanding 20% Applying 30%)
- Higher order 20% (Evaluating, Analysing and Creating)

##### Editorial corrections /omissions

Project term 1 (page 20 and 27) Delete the section on projects to align with Table 1 a (on page 61) to reduce workload	Project term 1 (page 20 and 27) Delete the section on projects to align with the amended Table 1 a (on page 61)
4.1 Introduction to Assessment (page 39) Last paragraph: Correct the sentence for clarity	4.1 Introduction to Assessment (page 39) In Grades 10-12 assessment comprises <b>of</b> two different but related activities
4.3 Formal Assessment (page 39) No indication that all content must be assessed	4.3 Formal Assessment (page 39) Include this sentence to complete the second paragraph: All content topics must be included for formal assessment at least once during the year.
4.3.1 (page 39) Add the above numbering Table and narrative not aligned	4.3.1 (page 39) <b>The formal assessment requirements for Hospitality Studies are as follows:</b> <ul style="list-style-type: none"> <li>• Three formal theoretical assessment tasks in Grade 10 and 11 must be completed during the school year.</li> <li>• Twelve practical lessons in Grade 10 and 11 make up 25% of the total SBA mark for Hospitality Studies.</li> <li>• The end of the year assessment includes two parts: a practical assessment task (includes two practical examinations) and a written theory paper. Together these two parts make up the remaining 75% in all grades.</li> </ul>
Table 1a Term 1 Task 2.4 (page 40) Replace one practical lesson with a practical test to strengthen development of skills in preparation of the PAT.	Table 1a Term 1 Task 2.4 (page 40) Introduce in Grades 10 and 11 a practical skills test: 25 marks
4.4.1 Projects (page 41) Delete the section on projects to align with Table 1 a to reduce workload	4.4.1 Projects (page 41) Delete the section on projects to align with Table 1 a on page 40.

<p><b>4.4.4 Practical Tasks</b> (page 42) Inconsistent use of terminology e.g. The use of practical task instead of practical lesson</p>	<p><b>4.4.4 Practical Lessons</b> (page 42) Use consistent terminology throughout the CAPS for practical work. Replace practical task with practical lessons</p>
<p><b>4.4.5 Practical Assessment Task (PAT)</b> (page 42) <b>Bullet 1:</b> Editorial error Correct as indicated. <b>Bullet 2:</b> Correct as indicated. <b>Bullet 6:</b> Correct as indicated.</p>	<p><b>4.4.5 Practical Assessment Task (PAT)</b> (page 42) <b>Bullet 1 / 2 /6:</b> The Practical Assessment Task for each grade comprises of two practical examinations. Replace the word <i>function</i> with examination <b>Bullet 2:</b> Grade 10 examinations may be done in terms 3 and 4. <b>Bullet 6:</b> Examinations can take place during or after school hours.</p>
<p><b>Criteria for PAT in each grade</b> (Table page 43) <i>Editorial error</i> Give two options for the PAT in Grade 11</p>	<p><b>Criteria for PAT in each grade</b> (Table page 43) <b>Grade 11</b> Give two options: 1. Light meal or tea (3 courses) 2. Dinner: 4 courses (Starter and 3 courses)</p>
<p><b>4.7.2 Practical Assessment Task</b> (page 45) Correct the incorrect word for clarity.</p>	<p><b>4.7.2 Practical Assessment Task</b> (page 45) <b>Bullet 3</b> Change the word block 'assessment' to block 'adjustment'</p>

#### 4.4.2 Types of formal assessment tasks for Hospitality Studies

Tests (page 41)

#### GUIDELINES FOR SETTING A TEST AND A MARKING GUIDELINE

(Applicable to grades 10 and 11)

- Minimum total: 50
- Time: 1 min per question – 50 minutes actual writing time
- The cover page to include the name of the school, the date, name of the subject, time allocation, mark total, name of examiner and moderator
- All papers must be typed – graphics/illustrations clear
- No spelling, language or translation errors are allowed
- Include TWO sections (Section A and B)

#### SECTION A: Short questions (15 marks)

Multiple choice questions (5x1 marks)

Include a variety of short questions (Examples: Pairing off items; Choose the correct word, Select the answer from a list; crossword puzzles) (10 x 1 marks)

*Note: NO true/false questions are allowed.*

## SECTION B: (35 marks)

### 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 (case studies, scenarios, extracts, pictures, cartoons, advertisements, flow-charts, table or graphs)
- An action verb to open the question. This gives a clear instruction for the answer.

### MARKING GUIDELINE

- Must contain name of school, date, subject, marks, name of the examiner and moderator on the first page.
- All Marking guidelines must be typed – have no spelling errors and must reflect correct numbering to align with the question paper.
- Indicate the mark allocation for each fact with a tick✓
- Include all alternative responses.

### 4.4.3 Types of formal assessment tasks for Hospitality Studies

**Examinations** (page 42) include the layout for the June exam in Grades 10-11

#### LAYOUT OF EXAMINATION PAPERS - MIDYEAR (JUNE)

##### Suggested mark allocation per section

##### Grade 10: Total: 100 marks – Duration 1 hour 30 minutes

Content		100
Section A	Short questions (All topics covered in term 1 and 2)	20
Section B	Kitchen and restaurant operations, Hygiene	20
Section C	Nutrition and menu planning, Food commodities	40
Section D	Sectors and Careers; Food and Beverage service	20

##### Grade 11: Total: 150 marks - Duration: 2 hours

Content		150
Section A	Short questions (All topics covered in term 1 and 2)	30
Section B	Nutrition and menu planning, Food commodities	80 (2 x 40)
Section C	Sectors and Careers; Food and Beverage service	40 (2x20)

## 10. INFORMATION TECHNOLOGY

### Grade 10-11: Minimum mark allocation for SBA tests

All SBA (PoA) Tests: Min 45 marks

### Grade 10-11: Change of description in CAPS

Change table to:

Lower order	Middle order	Higher order
Knowledge	Understand & Apply	Analyse, Evaluate & Create
30%	40%	30%

### Grade 10-11: Addressing overload through changing tool

Change the implementation tool in **Grade 10** from Scratch to be the same as in Grade 11 & 12 (high level language - Delphi)



## 11. LANGUAGES

**Languages:** Sections 3

**Home Languages:**

Decrease the length for 'introducing a speaker' and 'vote of thanks' to 2-3 minutes for Grades 10-11.

**Home Languages:**

Prepared speeches: Increase the speaking time progressively:

- 2-3 minutes for Grade 10, and
- 3-4 minutes for Grade 11.

**Section 4**

**Home Languages & First Additional Languages:**

**Examinations**

**Format of Examination Paper 3:**

- Increase time allocation to 3 hours for Grades 10-11.

**Second Additional Languages:**

- Increase time allocation for Paper 1 to 3 hours for Grades 10-11.

**Second Additional Languages:** Increase time allocation for Paper 2 to 2½ hours for Grades 10-11.

## 12. LIFE ORIENTATION

**Page 17** Weeks 4-6 replace the incorrect word “admission score point” to “admission points score”.

**Page 25** Informal or Daily Tasks add “It is suggested that a minimum of ONE informal task be given per week”.

**Page 30** Outline of Examinations in Section B the sentence “Learners should provide direct responses , full sentences in point form” should be replaced with “Learners are required to write in complete sentences”

**Page 39** (Afrikaans Life Orientation CAPS/ **Lewensoriëntering KABV**) replace the incorrect word with the correct word indicated in bold letters below:

**4.7.**Vervang “religiewaardig”, met “**geloofwaardig**”

“Moderering van formele assesseringstake in Lewensoriëntering” ...Nasionale Senior Sertifikaat “**geloofwaardig**”, betroubaar en geldig is”.

### 4.4 Formal Assessment page 26

The table page 27 on suggested cognitive levels does not have adequate examples of action verbs associated with each level. The following should be added:

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

## Page 32: Assessment tool for PET

The assessment tool for learner performance has only one criterion. The frequency of participation is not assessed. Only movement performance is assessed.

### Criterion 1: Frequency of Participation (no marks allocated)

A record of learner participation will be kept in the teacher file for each type of movement assessment.

### Criterion 2: Movement Performance

While a record will be kept of learner participation per period, learners will not be assessed on movement performance in every Physical Education period, but will be formally assessed twice across a school term.

Allocate a mark out of 10 for each of the two formal assessments; add the two to obtain a final mark out of 20.

Assessment tool for learner performance in criterion two of the task				
Level	Limited	Adequate	Proficient	Excellent
<b>Criterion</b> Outcome of Movement performance	Needs significant attention: movements do not produce the desired outcome	Requires attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient , effective and appropriate movements mostly produce the correct desired outcome	Exceptional level of skills: movement always produce the desired outcome
<b>20 Marks</b>	<b>0-5</b>	<b>6-10</b>	<b>7-15</b>	<b>16-20</b>

A recording sheet will be generated by using a √ for participation, “a” for absent or “x” for present but did not participate for the criterion frequency of participation and a mark out of 20 will be allocated for movement performance at the end of each term, that is four class lists for Grades 10 and 11. The number of PE periods will depend on the Department of Basic Education school calendar for the year.

An example of the class list for participation and movement performance:

	Term 1	1 Frequency of participation: No marks allocated Number of PE periods completed term (P1=1period)						2 Movement performance Total 20 Marks		Total for term
		P1	P2	P3	P4	P5	P6	Assessment 1 10	Assessment 2 10	
1	T Mabunda	√	√	√	a	√	√			
2										
3										

## 13. LIFE SCIENCES

### Grade 10 & 11: Reduction in the Number of Assessment Tasks

- Reduce the number of SBA Tasks from 9 to 7
- Remove Test from Term 4
- Remove Practical from Term 3
- Move project/Assignment to Term 3
- Reduce the mark for the Assignment/Project to 50
- Allocate an individual weighting to each Task contributing towards the SBA mark (see Annexure 1)

### The SBA component for Grades 10&11 Life Sciences from 2017

TERM	Task	Weighting (% of SBA)	% of Promotion Mark	
1	Practical Minimum 30 marks	15	25%	
	Test Minimum 50 marks	10		
2	Test Minimum 50 marks	10		
	Practical Minimum 30 marks	15		
	Mid-year Exam One paper - 150 marks	25		
3	Test Minimum 50 marks	10		
	Project/Assignment* Minimum 50 marks	15		
	<b>Total</b>	<b>100</b>		
<b>PRACTICAL EXAM</b>		<b>20%</b>		<b>75%</b>
<b>FINAL EXAM</b>		<b>80%</b>		

- NOTE: At least ONE project and ONE assignment must be done over the Grade10-11 years.

## **14. MATHEMATICAL LITERACY**

### **Grade 10-12: Weighting of tasks in quarterly reporting**

Tasks administered under controlled conditions (e.g. test) to weigh 75%, such that the other task in the term weighs 25%. The exception to be only in Grade 12 Term 1 where there are 3 tasks in the term. The weighting in this case has to be 70:15:15.

### **Grade 10-12: Format of Question 1 in Paper 1**

The first question in Paper 1 end of year exam should integrate content from across all topics such that all the questions are pitched at cognitive Level 1. The question should carry 30 marks, with  $\pm 5\%$  permissible deviation.

## **15. MATHEMATICS**

### **Grades 7 and 9: Misalignment between the terms/quarter in which a Project should be administered and the teaching of Data Handling**

Only in Grades 7 and 9 swap Project and Investigation as follows:

- Move the 'Project' from Term 3 to Term 4; and
- Move Investigation from Term 4 to Term 3.

### **Grade 10-11 Weightings**

Swap the weightings as follows:

- Euclidean Geometry: 40 marks
- Trigonometry: 50 marks.

## **16. PHYSICAL SCIENCES**

### **Grade 10 and 11: Experiments**

Schools should select any two experiments from CAPS for SBA for Grades 10 and 11.

## **17. RELIGION STUDIES**

### **Page 23:**

4.2 Informal or daily assessments: “It is suggested that a minimum of one informal task be given each week”.

### **Page 26: 4.4.3: Project**

In addition to the information provided for the project on page 26 the following information should be added.

#### **The steps to follow for a Project:**

1. Choose a relevant topic
2. Brainstorm your topic (remember your audience and purpose )
3. Plan / draw a mind map of how and what you will do
4. Research / find information on your chosen topic
5. Organise the information that you have collected (think from all angles)
6. Prepare a draft document
7. Revise your draft
8. Prepare your final version
9. Present your findings according to your choice
10. Include a reference / bibliography

#### **You can supplement your project with the following:**

- Undertaking interviews
- Creating brochures
- Reading and/or writing newspaper articles
- Referring to magazine articles, advertisements (or drafting and article/assessment)
- Drawing or finding relevant pictures
- Taking photographs
- Making videos
- Using the internet to find relevant information (but remember - not everything on the Internet is equally reliable)
- Preparing a presentation or a wall chart

**Your project should include:**

1. The declaration for your opinion.
2. How you collected your information/ sources used
3. Introduction
4. Body to revolve around the ideas you judge to be the most important
5. Conclusion

**Remember:**

1. Hand in all rough work at your final presentation.
2. You will be assessed according to the attached rubric/ marking guideline.
3. Provide feedback on your thinking, attitude and findings to your teacher.
4. Your teacher will also provide you with feedback on your project.



## 18. TECHNICAL MATHEMATICS

### Grades 10-11: Balancing Cognitive Levels

The weightings in the CAPS for Technical Mathematics to change as shown in the table below:

<b>Cognitive Levels</b>	<b>Suggested weightings in Tech Maths</b>
<b>Knowledge</b>	40 %
<b>Routine Procedures</b>	30 %
<b>Complex Procedures</b>	20 %
<b>Problem Solving</b>	10 %

## 19. TECHNICAL SCIENCES

### Grades 10-11: Determining the weighting for Cognitive Levels

The following weightings to be used:

Levels	Cognitive	Suggested weightings
Level 1	Remembering	40%
Level 2	Understanding Routine and Application	30%
Level 3	Analysing	20%
Level 4	Creating and evaluating	10%

### On the number of theory papers at the end of the year and marks

- Replace Paper 1 and Paper 2 with a Single Paper for all June and Final examinations for Grades 10 and 11.
- Change maximum mark to 200.

### On maximum marks for the Programme of Assessment, SBA, and PAT

Change the maximum mark in the Programme of Assessment to 400.

Change SBA maximum mark to 100, PAT maximum mark to 100 and

Final exam maximum mark to 200:

Programme of Assessment	400 Marks
SBA	100 marks
PAT	100 marks
Final Exam	200 marks

## 20. TOURISM

### Formal Assessment

#### Weighting of the Assessment Tasks in terms of Time and Mark Allocation

#### Specification of Forms / Types of assessment tasks

- Remove the open book test and replace with an ordinary test
- Replace the test in term 3 with a data analysis task

#### Grade 10 & 11 (page 38)

TERM 1		TERM 2		TERM 3		TERM 4 Promotion mark
<b>Task 1:</b> Test	75%	<b>Task 3:</b> Test	25%	<b>Task 5:</b> Test	75%	Term 1+2+3=300%3 = 100 PAT 1 + 2 = 50+50 = 100 November Examination paper = 200
<b>Task 2:</b> Project task  OR  Field trip assignment	25%	<b>Task 4:</b> Midyear Examination	75%	<b>Task 6:</b>  Assignment : <i>Data Analysis</i>	25%	
<b>TOTAL</b>	<b>100</b>		<b>100</b>		<b>100</b>	

#### 4.4.2 Tests (page 40)

#### Cognitive levels and levels of difficulty for cognitive demand

#### Levels of difficulty for formal assessment tasks

- Easy = 30%
- Moderate =50%
- Difficult =20%

#### Suggested weighting for cognitive levels

- Lower order 30% (Remembering)
- Middle order 50% (Understanding 20% Applying 30%)
- Higher order 20% (Evaluating, Analysing and Creating)

## Editorial Corrections /Omissions

<b>4.4.2 Tests (page 40)</b> Guidelines for setting of tests	<b>4.4.2 Tests (page 40)</b> Include the guidelines inserted below this table.				
<b>4.4.3 Examinations (page 41)</b> Layout for the June Examination paper is not included for Grades 10-12	<b>4.4.3 Examinations (page 41)</b> Layout included below for Grades 10-12				
<b>4.4.3 Examinations (page 41)</b> Include a sentence that refers to Grade 10 and 11 to align text and the information in the table.	<b>4.4.3 Examinations (page 41)</b> Include the sentence above the table. For Grade 10 and 11 the November question paper is set and assessed internally and moderated externally.				
<b>4.4.4 Practical Assessment Task (PAT) (page 41)</b> <b>Bullet 2:</b> Include the information for Grades 10 and 11 <b>Bullet 7:</b> Information relating to PAT only refers to Grade 12. No information for Grade 10 and 11 is included. Include the table:	<b>4.4.4 Practical Assessment Task (PAT) (page 41)</b> <b>Bullet 2:</b> The PAT for Grades 10 and 11 are set and assessed internally <b>Bullet 7:</b> <table border="1" data-bbox="651 775 1391 1111"> <tr> <td data-bbox="659 775 834 976"> <b>Grade 12</b> </td> <td data-bbox="842 775 1383 976"> <b>PAT Phase 1: 100 marks</b>            Completed in Term 1 and 2            (Due date: Last week of May)  <b>PAT Phase 2: 100 marks</b>            Completed in Term 2            (Due date: Last week of July)         </td> </tr> <tr> <td data-bbox="659 983 834 1111"> <b>Grade 10 and 11</b> </td> <td data-bbox="842 983 1383 1111"> <b>PAT Phase 1: 50 marks</b>            Completed in Term 2  <b>PAT Phase 2: 50 marks</b>            Completed in Term 3         </td> </tr> </table>	<b>Grade 12</b>	<b>PAT Phase 1: 100 marks</b> Completed in Term 1 and 2 (Due date: Last week of May) <b>PAT Phase 2: 100 marks</b> Completed in Term 2 (Due date: Last week of July)	<b>Grade 10 and 11</b>	<b>PAT Phase 1: 50 marks</b> Completed in Term 2 <b>PAT Phase 2: 50 marks</b> Completed in Term 3
<b>Grade 12</b>	<b>PAT Phase 1: 100 marks</b> Completed in Term 1 and 2 (Due date: Last week of May) <b>PAT Phase 2: 100 marks</b> Completed in Term 2 (Due date: Last week of July)				
<b>Grade 10 and 11</b>	<b>PAT Phase 1: 50 marks</b> Completed in Term 2 <b>PAT Phase 2: 50 marks</b> Completed in Term 3				

### 4.4.2 Tests (page 40)

#### GUIDELINES FOR SETTING A TEST AND A MARKING GUIDELINE

(Applicable to grades 10 and 11)

- Minimum total: 50
- Time: 1 min per question – 50 minutes actual writing time
- The cover page to include the name of the school, the date, name of the subject, time allocation, mark total, name of examiner and moderator
- All papers must be typed – graphics/illustrations clear
- No spelling, language or translation errors are allowed
- Include TWO sections (Section A and B)

#### SECTION A: Short questions (15 marks)

Multiple choice questions (5x1 marks)

Include a variety of short questions (Examples: Pairing off items; Choose the correct word, Select the answer from a list; crossword puzzles) (10 x 1 marks)

**Note:** NO true/false questions are allowed.

## SECTION B: (35 marks)

### 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)
- An action verb to open the question. This gives a clear instruction for the answer.

## MARKING GUIDELINE

- Must contain name of school, date, subject, marks, name of the examiner and moderator on the first page.
- All Marking guidelines must be typed – have no spelling errors and must reflect correct numbering to align with the question paper.
- Indicate the mark allocation for each fact with a tick✓
- Include all alternative responses.

### 4.4.3 Examinations (page 41)

## LAYOUT OF EXAMINATION PAPERS - MIDYEAR (JUNE) EXAMINATION

### Grade 10

Total: 100 Marks

Duration: 1 hour 30 minutes

Content		100 Marks
<b>Section A</b>	Short questions (all topics covered in term 1 and 2)	25
<b>Section B</b>	Map work and tour planning;	20
<b>Section C</b>	Tourism sectors;	40
<b>Section D</b>	Domestic, regional and international tourism	15

### Grade 11

Total: 150 marks

Duration: 2 hours 30minutes

Note\* Topics in bold print are assessed in June

Content		150 Marks
<b>Section A</b>	Short questions (all topics covered in term 1 and 2)	30
<b>Section B</b>	Foreign exchange	20
<b>Section C</b>	Culture and Heritage	30
<b>Section D</b>	Tourism sectors	50
<b>Section E</b>	Domestic, regional and international tourism	20