



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

BRICKLAYING AND PLASTERING

GRADE 4-5

Curriculum and Assessment
Policy Statement Grade R-5
for learners with Severe
Intellectual Disability

2018 Orientation

Learning programme

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PUBLIC COMMENT

1 SECTION 1

INTRODUCTION

2 SECTION 2:

INTRODUCTION TO BRICKLAYING AND PLASTERING.

2.1 What is Bricklaying and Plastering?

Bricklaying and Plastering is made up of three parts;

Bricklaying- consists mostly of placing bricks and blocks on top of one another whilst following the three rules of: plumb, level and straight.

Plastering- comprises the artistic and functioning covering and finishes of the interior and exterior walls of the buildings according to specifications and

Brick making- is the process of making bricks using small aggregate cement which is formed in the steel moulds and the finish.

The learner will be able to assist a qualified artisan, semi skilled artisan or be able to follow a supervisor's instructions.

Bricklaying and Plastering skills and the content embedded in the skills are taught over two years in Grade 4 and 3 years in Grade 5 . The teacher is allowed to adapt the difficulty level of the skills to the ability of the learner. During grade 5 in the second and third years the learners are placed in the learner work experience programme (LWEP) to acclimatise them to the world of work and prepare them for future jobs.

2.2 Specific Aims:

In Bricklaying and Plastering learners will study:

- Health, safety and first aid procedures as well as good housekeeping principles
- The sectors in the Building and plastering industry and career possibilities in each sector

- Client services and customer care in the industry
- Managing resources and job planning
- Drawings
- How to identify, use and maintain tools, equipment and building material
- Building methods and decorative brickwork
- Basic skills in each aspect of the Building and Plastering sector
- Repairing and maintaining masonry structures
- Brick making
- Introduction to the world of work

2.3 Topics to be studied in Bricklaying and Plastering include

The table below indicates the main topics in the Bricklaying and Plastering programme.

1	Health, safety and good housekeeping practises
2	Sketches
3	Tools and equipment
4	Access equipment
5	Building and bricklaying
6	Plastering
7	Brick and block making
8	Finishing
9	Masonry structures
10	World of work

2.4 Requirements for Building and Plastering as a subject

2.4.1 Time Allocation

The compulsory instructional time for the Vocational Learning Programme for learners experiencing severe intellectual disabilities amounts to 8 hours per 5-day cycle. Schools may offer either three (3) or four (4) vocational subjects, depending on the number of learners in the school and the resources available. The compulsory instructional time for **Bricklaying and Plastering** is either:

- 2 hours per 5-day cycle plus three (3) other vocational subjects or
- 2, 5 hours per 5-day cycle plus two (2) other vocational subjects.

Twenty percent (20%) of the above mentioned time is utilized to teach subject content which should be embedded in teaching the learners to execute the skills. This implies that

theoretical lessons should not be instructed in isolation, but during the teacher's demonstration that takes place before the learners practise the skills. The learners are required to utilize eighty percent (80%) of the time to practise the various skills in the classroom.

2.4.2 Resources

2.4.2.1 Human resources

An appropriately qualified teacher registered with SACE in line with National Education Policy Act 27 of 1998 section 7.4.

2.4.2.2 Uniforms

Learners should use a two piece overall and safety shoes.

2.4.2.3 Books, magazines and teaching media

- Each learner should have a learner workbook for the current module being studied
- The teacher should have books on Building and Plastering
- You tube videos on Building and Plastering
- Models of Building and Plastering components

2.4.2.4 Infrastructure and equipment

The subject may not be offered without the necessary infrastructure, tools and equipment.

2.4.3 Infrastructure

A double or one and a half size classroom or a fully fledged workshop. Most work can be done outside the classroom/ workshop or even on the school buildings.

The workshop should contain the following furniture and equipment

• 1 x teachers table and chair	• 2x lockable cupboards
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• 1x workbenches x2 bench vices	• 1 x wash basin
• 1 x chalk line	• 4 x brick hammer
• 4 x rubber mallet	• 4 x ball pein hammers
• 4 x claw hammers	• 4 x Club hammer
• 4 x steel floating trowel	• 4 x finger trowel
• 4 x pointing trowel	• 4 x brick trowel
• 4 x edging trowel	• 4 x wooden float
• 4 x builders hawk	• 4 x tape measure
• 4 x builders square	• 4 x wooden builders square
• 4 x builders line	• 4 x spirit levels
• 4 x gauge lath	• 4 x bolster chisel
• 4 x Brick bolster chisel	• 4 x cold chisels
• 4 x pliers	• 1 x bench grinder
• 2 x Pickaxe	• 4 x spade
• 2 x ladders	• 1 x handsaw
• 1 x hand drill	• 1 x drill press
• 1 x angle grinder	• 1 x circular saw
• 1 x jig saw	• 1 x hosepipe
• 1 x block/brick making machine	• 4 x tile cutter

- Consumables are not included in list

The learners work in groups of 4.

2.4.4 Finances

The subject may not be offered without the necessary finances provided by the school.

- An annual budget should be available to purchase consumables for weekly practical tasks.
- Maintenance and purchasing of new tools/equipment should be added to the budget

2.4.5 Stock control

- The teacher is responsible for the stock and will keep the workshop and tools and equipment locked at all times when not present.
- Annual stock control is essential, a stock control book must be kept in the workshop and a summary stock sheet must be kept in the office.

2.5 Career opportunities

Learners are equipped to be

- Employed as assistants to an artisan or semi skilled artisan.
- An entrepreneur, under supervision.
- Employed under the 7 % disability job clause.
- Sub contractors under supervision
- Employed in schools as handymen

PUBLIC COMMENT

3 SECTION 3: OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

Each week has a compulsory contact time of 2 to 2,5 hours (depending on the number of vocational subjects offered at school) for the subject Building and Plastering.

3.1 Content overview of theoretical topics

The content is embedded in the skills and the learners should execute the skills in a stimulated working environment re created in the skills workshop. The table below indicates the topics and content in the Building and Plastering learning programme in Grade 4 and 5 with differentiation.

	Topic	Grade 4 The learner must be able to:	Grade 5 The learner must be able to:
1	Health, safety and good housekeeping practices	<ul style="list-style-type: none"> • State the rules of the workshop • Identify and remove potential hazards in the work area. • Identify, use and care of protective clothing and equipment. • Demonstrate the ability to take appropriate steps in an emergency. • Set up protection and safety equipment for the working area. • Use, store and maintain tools and equipment safely. • Comply with Health, Safety and Welfare in the workplace. • Understand unsafe conditions and acts • Observe correct and safe use of cleaning equipment and materials. • Report faulty equipment • Practice cleanliness of workstations. • Practice relevant safety routines • Practice safe handling and use of 	<ul style="list-style-type: none"> • Identify and remove potential hazards in the work area. • State unsafe conditions and acts. • Practice good housekeeping. • Locate fire extinguishers and fire hoses. • Identify and use fire extinguishers. • Identify and follow procedures for emergencies promptly and correctly. • Report injuries involving individuals to the relevant persons promptly. • Follow procedures that apply to illness or injuries in the work area. • Access a first aid box • Administer basic first aid • Intervene in a first aid scenario. • Treat bleeding wounds.

		<p>tools and equipment.</p> <ul style="list-style-type: none"> Practice cleanliness and tidiness of workshop. 	<ul style="list-style-type: none"> Treat an injured person for shock. Observe organisational housekeeping policies and procedures. Comply with housekeeping procedures and policies Identify and report shortcomings in housekeeping practices Comply with relevant safety routines
2	Sketches	<ul style="list-style-type: none"> Identify and interpret components as per job requirements. Produce basic freehand sketches. Identify and interpret components as per job requirements. Produce freehand sketches that comply with job requirements. Explain freehand sketches and materials. Extract information from the drawing in terms of the setting out requirements on site Convert scales and measurements in terms of actual dimensions required 	
3	Tools and equipment	<ul style="list-style-type: none"> Describe the role of the builder Identify, select and use basic hand tools. Identify, select and use specialised tools. Identify, select and use measuring tools. Identify, select and use power tools 	<ul style="list-style-type: none"> Identify, use and care for hand tools Identify, use and care for power tools. Identify, use and care for specialised tools. Identify, use and care for measuring tools. Maintain and repair tools and equipment.
4	Access equipment	<ul style="list-style-type: none"> Erect and dismantle an extension ladder. Make use of a step ladder. 	<ul style="list-style-type: none"> Level and clear area where scaffolding is erected. Place adjustable jacks in

			<p>position.</p> <ul style="list-style-type: none"> • Level horizontal components. • Position scaffold boards properly on supports. • Tighten all couplings. • Dismantle and stack components in the correct order. • Erect and dismantle a trestle scaffold.
5	Building and bricklaying	<ul style="list-style-type: none"> • Understand the basic principles of site preparation • Draw up an accurate estimate of the quantities for materials needed • Prepare an order list based on specifications • Identify suppliers of materials • Know basic building material • Know dangers and safety precautions when handling materials • Know storage and care for materials • Understand setting out principles • Know the different methods of squaring • Transfer foundation lines accurately to ground • Excavate trenches in accordance with specified dimensions and building regulations • Install pegs level and at the correct height including different step levels • Mix concrete • Cast/ pour concrete • Know how to read profiles and use gauge rods • Transfer levels • Set up vertical columns/profile to 	<ul style="list-style-type: none"> • Describe the procedures and precautions involved in mixing of concrete and mortar on site • Cast a concrete slab • Lay a concrete floor and top screed • Understand the principles of constructing load bearing walls • Build 110 and 220 brick walls between columns • Build a cavity wall with windows and door frames • Build in sills and embed tiles in mortar • Lay blocks • Build a right angle return half brick wall between vertical columns/ profiles • Build a half brick corner in a stretcher bond • Build a one brick corner in stretcher bond • Build 330 columns or piers • Build 220 columns • Build an arch • Install horizontal reinforcement in accordance with movement and strength requirements • Prepare the work area where the formwork is to fabricated

		<p>plumb with line and level well supported</p> <ul style="list-style-type: none"> • Mix mortar for bricklaying • Set out and erect simple straight walls • Build a foundation wall up to damp proof course. • Install re- enforcing according to specifications • Install DPC membrane according to specified requirements 	<ul style="list-style-type: none"> • Fabricate formwork • Conduct post- fabrication activities • Prepare the work area where the formwork is to erected • Erect formwork • Pour concrete in the formwork • Strip formwork • Build decorative elements(flat or semi-circular arch) • Finish decorative element • Join and point decorative element • Lay tiles and pavers
6	Plastering		<ul style="list-style-type: none"> • Clean concrete slab • Check and level slab • Apply damp proof course on concrete slab where required • Top and screed floor surfaces • Mix plaster • Prepare work area for plastering remove dust and dirt and dampen surfaces where necessary • In-situ plaster mouldings are run in accordance with requirements • Prefabricated mouldings are prepared and fixed according to specifications • Plaster skirting's are formed according to specifications • Plaster walls • Use correct tools for horizontal, vertical joints
7	Brick and block making	<ul style="list-style-type: none"> • Identify, use and maintain a concrete brick and block making machine • Mix aggregate for concrete bricks or blocks 	

		<ul style="list-style-type: none"> • Add pigment if necessary to aggregate • Feed mechanical press with the required amount of concrete for a concrete brick or block • Compress aggregate and move machine to next spot • Ensure that concrete brick or block is cured • Check concrete bricks or blocks for defects 	
8	Finishing		<ul style="list-style-type: none"> • Fit windows • Fit doors and door locks • Fit wall plates for roof trusses • Set out, position and secure roof trusses • Fit DPC to roof • Fit roof tile battens • Fit roof tiles • Paint undercoat • Install a range of finishing components
9	Masonry structures	<ul style="list-style-type: none"> • Repair a concrete floor • Re-point brickwork • Replace a damaged brick • Patch rendering • Level uneven paving • Deal with rising damp • Clean masonry 	<ul style="list-style-type: none"> • Repair faulty flashings • Repair cracked walls
10	World of work	<ul style="list-style-type: none"> • Practice good work habits- personal presentation • Practice good work habits- social presentation 	<ul style="list-style-type: none"> • Work with competence • Improve work tolerance • Practice appropriate social skills training • Be orientated to the open labour market • Perform personal management/ activities for daily living. • Participate in the learner work

			experience programme (LWEP). <ul style="list-style-type: none"> • Identify the criteria for the learner work experience programme.
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The content is embedded in the skills and the learners should execute the skills in a simulated working area recreated in a Building and Plastering workshop.

PUBLIC COMMENT

Each week has a compulsory contact time of 2 to 5 hours (depending on the number of vocational subjects offered at school) for the subject Maintenance.

3.2 Content overview of theoretical topics

The content is embedded in the skills and the learners should execute the skills in a simulated working environment recreated in the classroom/centre. The table below indicates the topics and content in the **Building and Plastering** learning programme in grade 4 and 5.

3.2.1 Grade 4: 1st year and 2nd year. Term 1.

Grade 4 Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
1	Health, safety and good housekeeping practices	Grade 4 1st year <ul style="list-style-type: none"> Describe the role of the builder State the rules of the workshop Identify and remove potential hazards in the work area Practice good housekeeping Identify, use and care for protective clothing and equipment 	Grade 4 1st year <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the role of the builder in society Discusses different job opportunities available to the builder Discusses the rules of the workshop Discusses and demonstrates how to identify and remove potential hazards in the work area Discusses and demonstrates how to practice good housekeeping Discusses and demonstrates how to identify, use and care for protective clothing and equipment <p>The learner completes the following activities:</p>

Grade 4 Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
		<p>Grade 4 2nd year</p> <ul style="list-style-type: none"> Understand unsafe conditions and acts Observe correct and safe use of cleaning equipment and materials Practice good housekeeping 	<ul style="list-style-type: none"> States the role of the builder in industry and the different job opportunities available to the builder States the rules of the workshop Identifies and removes potential hazards in the work area Practices good housekeeping Identifies, uses and cares for protective clothing and equipment <p>Grade 4 2nd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates unsafe conditions and acts Discusses and demonstrates correct and safe use of cleaning equipment and material Discusses and demonstrates how to practice good housekeeping <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> States and understands unsafe conditions and acts Uses cleaning equipment and material correctly and safely Practices good housekeeping
2	Sketches	<p>Grade 4 1st year</p> <ul style="list-style-type: none"> Identify and interpret components as job requirements 	<p>Grade 4 1st year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to identify and interpret components of a drawing as per job requirements

Grade 4 Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
4	Sketches	Grade 4 1st year <ul style="list-style-type: none"> Explain freehand sketches and materials 	Grade 4 1st year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates freehand sketches and materials The learner completes the following activities: <ul style="list-style-type: none"> States the purpose of freehand sketches and materials Produces freehand sketches
	Building and bricklaying	Grade 4 2nd year <ul style="list-style-type: none"> Know how to read profiles and use profile rods 	Grade 4 2nd year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to read profiles and use profile rods The learner completes the following activities: <ul style="list-style-type: none"> Reads profile and uses profile rods
5	Sketches	Grade 4 1st year <ul style="list-style-type: none"> Information is extracted from the drawing in terms of setting out requirements on site 	Grade 4 1st year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to extract information from a drawing in terms of setting out requirements on site The learner completes the following activities: <ul style="list-style-type: none"> Extracts information from a drawing in terms of setting out requirements on site
	Building and	Grade 4 2nd year	Grade 4 2nd year

Practical assessment Term 1

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 4 1 st year	Grade 4 2 nd year
2	Identify sewer lines on a drawing Identify foundation lines on a drawing	Pour concrete Level concrete
3	Produce a free hand sketch of a trowel Produce a freehand sketch of a bathroom	Tamper the concrete Render and float the concrete
4	Produce a free hand sketch of a stretcher bond wall Produce a free hand sketch of the formwork of a driveway	Check if the profile board is level Use a profile rod to lay bricks
5	Show the boundary lines on a plan Show the foundation lines on a plan	Use a spirit level for transferring levels Transfer levels using setting out pegs
6	Convert the boundary lines on a plan to metres Convert the foundation lines on a plan to metres	Set out a profile board Level a profile board
7	Use a trowel to apply mortar Use a float to skim the floor	Place proportions of mortar mix Mix mortar
8	Use a hammer to nail a beam Use a rubber mallet to bed a paver	Set up profile board Lay first row of bricks
9	Use a chisel to chase a wall Use a brick bolster to break a brick	Set up line for straightness Lay out the rest of bricks in a stretcher bond

Theoretical assessment Term 1

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

The learner must be able to:

Week	Grade 4 1 st year	Grade 4 2 nd year
2	State the purpose of a plan	State the reason for levelling out concrete
3	State the purpose of a scale on a plan	State the reason for tampering concrete
4	State the material used in a free hand sketch	State the purpose of a profile
5	State the reason for setting out requirements on a plan	State the reason for transferring levels
6	State why plans are converted to mm on a plan	State the importance of a profile board
7	State the purpose of a trowel	State the purpose of mortar
8	State the purpose of the hammer	State the purpose of a stretcher bond
9	State the purpose of a chisel	State the purpose of setting up a straightness line

3.2.2 Grade four: 1st year and 2nd year. Term 2

Grade 4 Term 2			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
1	Health, safety and good housekeeping practices	<p>Grade 4 1st year</p> <ul style="list-style-type: none"> • Demonstrate the ability to take appropriate steps in an emergency • Set up protection and safety equipment for the working area • Practice good housekeeping <p>Grade 4 2nd year</p> <ul style="list-style-type: none"> • Report faulty equipment • Practice cleanliness of workstations • Practice good housekeeping 	<p>Grade 4 1st year</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses and demonstrates how to take appropriate steps in an emergency • Discusses and demonstrates how to set up protection and safety equipment for a working area • Discusses and demonstrate how to practice good housekeeping <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> • Takes appropriate steps in an emergency • Sets up protection and safety equipment for a working area • Practices good housekeeping <p>Grade 4 2nd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses and demonstrates how to report faulty equipment • Discusses and demonstrates how to practice cleanliness of workstations • Discusses and demonstrates how to practice good housekeeping <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> • Reports faulty equipment • Practices cleanliness of work stations

Grade 4 Term 2			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
5	Tools and equipment Building and bricklaying	Grade 4 1st year <ul style="list-style-type: none"> Identify, select and use specialised tools: the brick/ block making machine Grade 4 2nd year <ul style="list-style-type: none"> Install DPC sheeting to specified requirements 	Grade 4 1st year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to identify, select and use specialised tools: the brick/ block making machine The learner completes the following activities: <ul style="list-style-type: none"> Identifies, selects and uses specialised tools: the brick/ block making machine Grade 4 2nd year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to install DPC sheeting to specified requirements The learner completes the following activities: <ul style="list-style-type: none"> Installs DPC membrane to specified requirements
6	Tools and equipment	Grade 4 1st year <ul style="list-style-type: none"> Identify, select and use measuring tools: tape measure 	Grade 4 1st year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to identify, select and use measuring tools: the tape measure The learner completes the following activities: <ul style="list-style-type: none"> Identifies, selects and uses measuring tools; the tape measure

Grade 4 Term 2			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
	equipment	<ul style="list-style-type: none"> Identify, select and use measuring tools: gauge lath, builders line and the chalk line 	<p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to identify, select and use measuring tools: the gauge lath, builders line and the chalk line <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Identifies, selects and uses measuring tools: gauge lath, builders line and the chalk line
	Block and brick making	<p>Grade 4 2nd year</p> <ul style="list-style-type: none"> Mix aggregate for concrete bricks or blocks 	<p>Grade 4 2nd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to mix aggregate for concrete bricks and blocks <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Mixes aggregate for concrete bricks or blocks
9	Tools and equipment	<p>Grade 4 1st year</p> <ul style="list-style-type: none"> Identify, select and use power tools: the hand drill 	<p>Grade 4 1st year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to identify, select and use power tools: the hand drill <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Identifies, selects and uses power tools: the hand drill

Grade 4 Term 2			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
	Block and brick making	Grade 4 2nd year <ul style="list-style-type: none"> Mix aggregate for concrete bricks or blocks 	Grade 4 2nd year <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to mix aggregate for concrete bricks and blocks <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Mixes aggregate for concrete bricks or blocks

Practical assessment term 2

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. Although four theoretical are assessed and recorded, a minimum of one 1 theoretical activity is reported on. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 4 1st year	Grade 4 2nd year
2	Use a spade to dig a hole Use a wheel barrow to transport bricks	Set up a profile Set up a builders line
3	Use a spirit level to check bricks vertically Use a spirit level to check bricks horizontally	Lay mortar Lay a row of bricks
4	Use a tile cutter to cut a tile Clean a tile cutter	Lay a mortar bed Lay reinforcing in mortar bed
5	Fill a brick making machine with aggregate Use the machine to compress the aggregate	Cut DPC sheeting to size Lay out DPC sheeting
6	Use a measuring tape to measure in centimetres Use a measuring tape to measure in metres	Prepare block making machine for use Mix aggregate for block making
7	Use a builders square to square a corner Use a builders square to check straightness of a row of bricks	Measure out aggregate Fill aggregate in machine
8	Use a gauge lathe to lay bricks Use a builders line to lay bricks	Compress aggregate Remove machine
9	Switch a drill on Drill a hole in a piece of wood	Clean block making machine Check if blocks are cured

Theoretical assessment Term 2

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

The learner must be able to:

Week	Grade 4 1st year	Grade 4 2nd year
2	State the purpose of a pick	State the purpose of a profile
3	State the purpose of a spirit level	State the purpose of mortar
4	State the purpose of a tile cutter	State the purpose of reinforcing
5	State the purpose of a brick making machine	State the purpose of DPC sheeting
6	State the purpose of a measuring tape	State the purpose of the block making machine
7	State the purpose of a builders square	State the purpose of mixing the aggregate
8	State the purpose of a builders line	State the reason for compressing the aggregate
9	State the purpose of a drill	State the reason for curing blocks

3.2.3 Grade four: 1st year and 2nd year. Term 3

Grade 4 Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
1	Health, safety and good housekeeping practices	<p>Grade 4 1st year</p> <ul style="list-style-type: none"> • Use, store and maintain tools and equipment safely • Practice good housekeeping <p>Grade 4 2nd year</p> <ul style="list-style-type: none"> • Practice relevant safety routines • Practice safe handling and use of tools and equipment • Practice cleanliness and tidiness • Practice good housekeeping 	<p>Grade 4 1st year</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses and demonstrates how to use, store and maintain tools and equipment safely • Discusses and demonstrates how to practice good housekeeping <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> • Uses, stores and maintains tools and equipment safely • Practices good housekeeping <p>Grade 4 2nd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses and demonstrates how to practice relevant safety routines • Discusses and demonstrates how to practice safe handling and use of tools and equipment • Discusses and demonstrates how to practice cleanliness and tidiness • Discusses and demonstrates how to practice good housekeeping <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> • Practices relevant safety routines

Grade 4 Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
			<ul style="list-style-type: none"> Practice safe handling and use of tools and equipment Practices cleanliness and tidiness Practices good housekeeping
2	Tools and equipment Block and brick making	Grade 4 1st year <ul style="list-style-type: none"> Identify, select and use power tools: the angle grinder Grade 4 2nd year <ul style="list-style-type: none"> Add pigment if necessary to aggregate 	Grade 4 1st year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to identify, select and use power tools: the angle grinder The learner completes the following activities: <ul style="list-style-type: none"> Identifies, selects and uses power tools: the angle grinder Grade 4 2nd year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to add pigment, if necessary to an aggregate The learner completes the following activities: <ul style="list-style-type: none"> Adds pigment, if necessary to aggregate
3	Tools and equipment	Grade 4 1st year <ul style="list-style-type: none"> Identify, select and use power tools: the jig saw 	Grade 4 1st year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to identify, select and use power tools; the jig saw The learner completes the following activities:

Grade 4 Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
	Block and brick making	Grade 4 2nd year <ul style="list-style-type: none"> Compress aggregate and move machine to next spot 	<p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Erects and dismantles an extension ladder Makes use of a step ladder <p>Grade 4 2nd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to compress aggregate and move machine to next spot <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Compresses aggregate and moves machine to next spot
7	Building and bricklaying	Grade 4 1st year <ul style="list-style-type: none"> Understand the basic principles of site preparation Draw up an accurate estimate of the quantities for materials needed 	<p>Grade 4 1st year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates the basic principles of site preparation Discusses and demonstrates how to draw up an accurate estimate of the quantities for materials needed <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Understand the basic principles of site preparation Draw up an accurate estimate of the quantities for materials needed
	Block and brick making	Grade 4 2nd year <ul style="list-style-type: none"> Ensure that concrete bricks or blocks cured 	<p>Grade 4 2nd year</p> <p>The teacher:</p>

Grade 4 Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
			<ul style="list-style-type: none"> Discusses and demonstrates how to ensure that concrete bricks or blocks cured <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Ensures that concrete bricks or blocks cured
8	Building and bricklaying Block and brick making	Grade 4 1st year <ul style="list-style-type: none"> Prepare an order list based on specifications Identify suppliers of materials Grade 4 2nd year <ul style="list-style-type: none"> Check concrete bricks or blocks for defects 	Grade 4 1st year <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to prepare an order list based on specifications Discusses how to identify suppliers of materials <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Prepares an order list based on specifications Identifies suppliers of materials Grade 4 2nd year <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to check concrete bricks or blocks for defects <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Checks concrete bricks or blocks for defects
9	Building and bricklaying	Grade 4 1st year <ul style="list-style-type: none"> Know basic building materials 	Grade 4 1st year <p>The teacher:</p> <ul style="list-style-type: none"> Discusses building materials

Grade 4 Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
	Masonry structures	Grade 4 2nd year <ul style="list-style-type: none"> Repair a concrete floor 	<p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Identifies different building materials <p>Grade 4 2nd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to repair a concrete floor <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Observes and assists in repairing a concrete floor

Practical assessment Term 3

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. Although four theoretical are assessed and recorded, a minimum of one 1 theoretical activity is reported on. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 4 1 st year	Grade 4 2 nd year
2	Switch on an angle grinder Use an angle grinder	Add pigments to the aggregate Mix the aggregate
3	Switch on a jig saw Use a jig saw	Measure the required amount of aggregate for making a block Feed aggregate into machine
4	Switch on the drill press Use a drill press	Measure the required amount of aggregate needed for block Feed the aggregate into the machine
5	Switch on a circular saw Use a circular saw	Compress aggregate for making a block Move machine to next spot
6	Erect an extension ladder Dismantle an extension ladder	Compress aggregate for making a brick Move machine to next spot
7	Draw up quantities for a mortar mix Draw up quantities for a concrete mix	Check if bricks are cured Check if blocks are cured
8	Draw up an order list for building a wall List the suppliers of the materials	Check bricks for defects Check blocks for defects
9	State the different types of sand used for building State the different types of DPC's used	Clean the concrete floor Repair the concrete floor

Theoretical assessment Term 3

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

The learner must be able to:

Week	Grade 4 1 st year	Grade 4 2 nd year
2	State the purpose of the angle grinder	State what pigment is used for.
3	State the purpose of the jig saw	State the different quantities of aggregate needed to making a brick
4	State the purpose of the drill press	State the different quantities of aggregate needed for making a block
5	State the purpose of the circular saw	State the advantages of making your own blocks
6	State the purpose of the extension ladder	State the advantage of making your own bricks
7	State the mixes of mortar, concrete and plaster	State the curing time for blocks/bricks
8	State the purpose of an order list	State the reasons for defects in blocks/bricks
9	State the reasons for using different sands for building	State how to seal a concrete floor

3.2.4 Grade 4 : 1st year and 2nd year. Term 4

Grade 4 Term 4			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
1	Health, safety and good housekeeping practices	<p>Grade 4 1st year</p> <ul style="list-style-type: none"> Comply with health, safety and welfare in the workplace Practice good housekeeping <p>Grade 4 2nd year</p> <ul style="list-style-type: none"> Practice good work habits- personal presentation Practice good work habits- social presentation Practice good housekeeping 	<p>Grade 4 1st year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to comply with health, safety and welfare in the workplace Discusses and demonstrates how to practice good housekeeping <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Complies with health, safety and welfare in the workplace Practices good housekeeping <p>Grade 4 2nd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to practice good work habits- personal presentation Discusses and demonstrates how to practice good work habits- social presentation Discusses and demonstrates how to practice good housekeeping

Grade 4 Term 4			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
	Masonry structures	<ul style="list-style-type: none"> Know the different methods of squaring <p>Grade 4 2nd year</p> <ul style="list-style-type: none"> Re-point brickwork 	<ul style="list-style-type: none"> Discusses and demonstrates setting out principles Discusses and demonstrates the different methods of squaring <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Understands setting out principles Knows the different methods of squaring <p>Grade 4 2nd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to re-point brickwork <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Re-points brickwork
4	Building and bricklaying	<p>Grade 4 1st year</p> <ul style="list-style-type: none"> Transfer foundation lines accurately to ground <p>Grade 4 2nd year</p>	<p>Grade 4 1st year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to transfer foundation lines accurately to ground <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Observes and assists in transferring foundation lines accurately to ground <p>Grade 4 2nd year</p> <p>The teacher:</p>

Grade 4 Term 4			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
	Masonry structures	Grade 4 2nd year <ul style="list-style-type: none"> Clean masonry 	<ul style="list-style-type: none"> Observes and assists in mixing concrete Grade 4 2nd year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to clean masonry The learner completes the following activities: <ul style="list-style-type: none"> Cleans masonry

Practical assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. Although four theoretical are assessed and recorded, a minimum of one 1 theoretical activity is reported on. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 4 1 st year	Grade 4 2 nd year
2	Demonstrate how to store cement Demonstrate how to store sand	Clean up working area Repair concrete floor
3	Demonstrate how to use a square Demonstrate how to square off a foundation	Clean up work area Re-point brickwork
4	Transfer foundation lines to ground Check foundation lines for accuracy	Remove damaged brick Replace damaged brick
5	Loosen soil Excavate trenches	Remove damaged brick Replace damaged brick
6	Loosen soil Excavate trenches	Clean up working area Patch rendering
7	Install pegs at correct height in trench Install pegs for step levels	Remove uneven paving Level out area and refit paving
8	Mix sand and cement Add stone and mix concrete	Prepare area Damp proof area
9	Mix sand and cement Add stone and mix concrete	Prepare area for cleaning Clean masonry

Theoretical assessment

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

The learner must be able to:

Week	Grade 4 1 st year	Grade 4 2 nd year
2	State the reason for storing cement correctly	State the reason for repairing a concrete floor
3	State the reason for squaring foundations	State the name of the re-pointing tool
4	State the reasons for transferring line to ground	State the reason for bricks getting damaged
5	State the reason for excavating trenches	State the reason for bricks getting damaged
6	State the reason for excavating trenches	State the mix used for rendering
7	State the reason for installing pegs before pouring concrete	State the reason for uneven paving
8	State the reason for adding stones to concrete	State the reason for rising damp
9	State the reason for adding stones to concrete	State the different equipment use to clean masonry

3.2.5 Grade 5 : 1st, 2nd and 3rd year Term one

Learners are three years in Grade 5 , and it is not advisable to repeat the same activities/projects more than once as this will not provide the learner the opportunity to learn additional skills.

Grade 5 Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
1	Health, safety and good housekeeping practices	Grade 5 1st year <ul style="list-style-type: none"> Identify and remove potential hazards in the work areas State unsafe conditions and acts Practice good housekeeping 	Grade 5 1st year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to identify and remove potential hazards in the work areas Discusses unsafe conditions and acts Discusses and demonstrates how to practice good housekeeping The learner completes the following activities: <ul style="list-style-type: none"> Identifies and removes potential hazards in the work areas States unsafe conditions and acts Practices good housekeeping
	Health, safety and good housekeeping practices	Grade 5 2nd year <ul style="list-style-type: none"> Access a first aid box Administer basic first aid Practice good housekeeping 	Grade 5 2nd year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to access a first aid box Discusses and demonstrates how to administer basic first aid Discusses and demonstrates how to practice good housekeeping

Grade 5 Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
	World of work	Grade 5 3rd year <ul style="list-style-type: none"> Identify the criteria for the work experience programme Practice good housekeeping 	<p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Accesses a first aid box Administers basic first aid Practices good housekeeping <p>Grade 5 3rd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to identify the criteria for the work experience programme Discusses and demonstrates how to practice good housekeeping <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> States the criteria for the work experience programme Practices good housekeeping
2	Tools and equipment	Grade 5 1st year <ul style="list-style-type: none"> Identify, use and care for tools 	<p>Grade 5 1st year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to identify, use and care for tools <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Identifies, uses and cares for tools
	Building and	Grade 5 2nd year	Grade 5 2nd year

Grade 5 Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
	bricklaying	<ul style="list-style-type: none"> Build an arch 	<p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to build an arch Discusses and demonstrates how to fit arch support <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Observes and assists in building an arch Observes and assists in fitting an arch support
	Basic plastering skills	<p>Grade 5 3rd year</p> <ul style="list-style-type: none"> Mix plaster 	<p>Grade 5 3rd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to mix plaster <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Mixes plaster
3	Tools and equipment	<p>Grade 5 1st year</p> <ul style="list-style-type: none"> Identify, use and care for power tools 	<p>Grade 5 1st year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to identify, use and care for power tools <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Identifies, uses and cares for power tools
	Building and bricklaying	<p>Grade 5 2nd year</p> <ul style="list-style-type: none"> Build an arch 	<p>Grade 5 2nd year</p> <p>The teacher:</p>

Grade 5 Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
	Basic plastering skills	Grade 5 3rd year <ul style="list-style-type: none"> Prepare work area for plastering, remove dust and dirt and dampen surfaces where necessary 	<ul style="list-style-type: none"> Discusses and demonstrates how to build an arch Discusses and demonstrates how to set brickwork on the arch support <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Observes and assists in building a flat arch Observes and assists in setting brickwork on the arch support <p>Grade 5 3rd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to prepare work area for plastering, remove dust and dirt and dampen surfaces where necessary <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Prepares work area for plastering, removes dust and dirt and dampens surfaces where necessary
4	Tools and equipment	Grade 5 1st year <ul style="list-style-type: none"> Identify, use and care for specialised tools 	Grade 5 1st year <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to identify, use and care for specialised tool <p>The learner completes the following activities:</p> <p>Identifies, uses and cares for specialised tools</p>
	Building and	Grade 5 2nd year	Grade 5 2nd year

Grade 5 Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
	bricklaying	<ul style="list-style-type: none"> Build one brick corner in a stretcher bond 	<p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to build a one brick corner in a stretcher bond <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Observes and assists in building a one brick corner in a stretcher bond
	Basic plastering skills	<p>Grade 5 3rd year</p> <ul style="list-style-type: none"> In-situ plaster mouldings are prepared and fixed according to specifications 	<p>Grade 5 3rd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to prepare and fix in-situ plaster mouldings according to specifications <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Observes and assists with preparing and fixing In-situ plaster mouldings according to specifications
5	Tools and equipment	<p>Grade 5 1st year</p> <ul style="list-style-type: none"> Identify, use and care for measuring tools 	<p>Grade 5 1st year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to identify, use and care for measuring tools <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Identifies, uses and cares for measuring tools
	Building and bricklaying	<p>Grade 5 2nd year</p> <ul style="list-style-type: none"> Build one brick corner in a stretcher bond 	<p>Grade 5 2nd year</p> <p>The teacher:</p>

Grade 5 Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
	Basic plastering skills	Grade 5 3rd year <ul style="list-style-type: none"> Plaster walls 	<p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Observes and assists in building 220 columns <p>Grade 5 3rd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to plaster walls <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Observes and assists in plastering walls

Practical assessment Term 1

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. Although four theoretical are assessed and recorded, a minimum of one 1 theoretical activity is reported on. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 5 1 st year	Grade 5 2 nd year	Grade 5 3 rd year
2	Use basic tools Care for basic tools	Secure temporary arch side supports Secure arch support	Dry mix plaster Wet mix plaster
3	Use power tools Care for power tools	Set brick work on arch support Cut and place centre brick	Prepare work area for plastering Dampen surfaces where necessary
4	Use specialised tools Care for specialised	Erect profile for brickwork Build a brick corner in a stretcher bond	Prepare plaster mouldings Fix plaster mouldings
5	Use measuring tools Care for measuring tools	Erect profile for brickwork Build a brick corner in a stretcher bond	Prepare plaster mouldings Fix plaster mouldings
6	Maintain tools and equipment Repair tools and equipment	Set profile for 330 column Build a 330 column	Prepare plaster mouldings Fix plaster mouldings
7	Clear area for scaffolding Level area for scaffolding	Set profile for 330 column Build a 330 column	Mark off area for plaster skirting Form plaster skirting
8	Place adjustable jack in position Level jacks	Set profile for 220 column Build a 220 column	Prepare plaster mouldings Fix plaster mouldings
9	Tighten couplings Position scaffold board on supports on supports	Set profile for 220 column Build a 220 column	Prepare plaster mouldings Fix plaster mouldings

Theoretical assessment Term 1

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

The learner must be able to:

Week	Grade 5 1 st year	Grade 5 2 nd year	Grade 5 3 rd year
2	Identify basic tools	State the purpose of an arch support	State the proportions of sand and cement to be used
3	Identify power tools	State the reason for cutting the centre brick	State the reason for preparing are for plastering
4	Identify specialised tools	State the purpose of a stretcher bond	State the reason for using in-situ plaster mouldings
5	Identify measuring tools	State the purpose of a stretcher bond	State the reason for using in-situ plaster mouldings
6	State the reasons for tools and equipment getting equipment	State the purpose of a 330 column	State the reason for using in-situ plaster mouldings
7	State the reason for levelling area for scaffolding	State the purpose of a 330 column	State the reason for plaster skirting
8	State the reason for using adjustable jacks	State the purpose of a 220 column	State the reasons for plastering walls
9	State the reason for support boards	State the purpose of a 220 column	State the reason for floating plastered walls

3.2.6 Grade 5 : 1st, 2nd and 3rd year

Grade 5 Term 2			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
1	Health, safety and good housekeeping practices	Grade 5 1st year <ul style="list-style-type: none"> Practice good housekeeping Locate fire extinguishers and fire hoses 	Grade 5 1st year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to practice good housekeeping Discusses and demonstrates how to locate fire extinguishers and fire hoses The learner completes the following activities: <ul style="list-style-type: none"> Practices good housekeeping Locates fire extinguishers and fire hoses
	Health, safety and good housekeeping practices	Grade 5 2nd year <ul style="list-style-type: none"> Intervene in a first aid scenario Treat bleeding wounds Practice good housekeeping 	Grade 5 2nd year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how intervene in a first aid scenario Discusses and demonstrates how to treat bleeding wounds Discusses and demonstrates how to practice good housekeeping The learner completes the following activities: <ul style="list-style-type: none"> Intervenes in a first aid scenario Treats bleeding wounds Practices good housekeeping
	World of work	Grade 5 3rd year	Grade 5 3rd year

Grade 5 Term 2			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
	Finishing	Grade 5 3rd year <ul style="list-style-type: none"> Fit windows 	Grade 5 3rd year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to fit windows The learner completes the following activities: <ul style="list-style-type: none"> Observes and assists in fitting windows
4	Building and bricklaying Building and bricklaying	Grade 5 1st year <ul style="list-style-type: none"> Describe the procedures and precautions involved in mixing of concrete and mortar on site Grade 5 2nd year <ul style="list-style-type: none"> Install horizontal reinforcement in accordance with movement and strength requirements 	Grade 5 1st year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates the procedures and precautions involved in mixing of concrete and mortar on site The learner completes the following activities: <ul style="list-style-type: none"> Describes the procedures and precautions involved in mixing of concrete and mortar on site Grade 5 2nd year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to install horizontal reinforcement in accordance with movement and strength requirements The learner completes the following activities: <ul style="list-style-type: none"> Observes and assists in installing horizontal reinforcement in accordance with movement and strength requirements

Grade 5 Term 2			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
9	Building and bricklaying	Grade 5 1st year <ul style="list-style-type: none"> Lay a concrete floor and top screed 	Grade 5 1st year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to lay a concrete floor and top screed The learner completes the following activities: <ul style="list-style-type: none"> Observes and assists in laying a concrete floor and top screed
	Building and bricklaying	Grade 5 2nd year <ul style="list-style-type: none"> Fabricate formwork 	Grade 5 2nd year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to fabricate formwork The learner completes the following activities: <ul style="list-style-type: none"> Observes and assists in fabricating formwork
	Finishing	Grade 5 3rd year <ul style="list-style-type: none"> Fit door locks 	Grade 5 3rd year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to fit door locks The learner completes the following activities: <ul style="list-style-type: none"> Observes and assists in fitting door locks

Practical assessment Term 2

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. Although four theoretical are assessed and recorded, a minimum of one 1 theoretical activity is reported on. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 5 1 st year	Grade 5 2 nd year	Grade 5 3 rd year
2	Dismantle access equipment Stack access equipment	Place formwork in position Build an arch	Use correct tools for horizontal joints Use correct tools for vertical joints
3	Erect a trestle scaffold Dismantle a trestle scaffold	Place formwork in position Build an arch	Place windows in position and level Secure window frame
4	Dry mix concrete Wet mix concrete	Prepare area for horizontal reinforcement Install horizontal reinforcement	Place windows in position and level Secure window frame
5	Dry mix mortar Wet mix mortar	Prepare area for horizontal reinforcement Install horizontal reinforcement	Mark out roof truss wall plates position Fit wall plates
6	Pour concrete Tamper concrete	Clear the work area for formwork Prepare the work area for formwork	Position roof trusses Secure roof trusses
7	Pour concrete Tamper concrete	Clear the work area for formwork Prepare the work area for formwork	Position roof trusses Secure roof trusses
8	Screed the concrete floor Float the concrete floor	Fabricate formwork Install formwork	Position roof trusses Secure roof trusses
9	Screed the concrete floor Float the concrete floor	Fabricate formwork Install formwork	Prepare door and frame for locks Fit door locks

Theoretical assessment Term 2

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

The learner must be able to:

Week	Grade 5 1 st year	Grade 5 2 nd year	Grade 5 3 rd year
2	State the reason for using access equipment	State the reason for arch form work	Name the tools used for vertical and horizontal joints
3	State the purpose of a trestle scaffold	State the reason for arch formwork	State the purpose of windows
4	State the precautions taken when mixing concrete	State the reason for horizontal reinforcement	State how you would secure windows to the brickwork
5	State the precautions taken when mixing mortar	State the reason for horizontal reinforcement	State the purpose of roof truss wall plates
6	State the reason for tampering concrete	State the reason for formwork	State the purpose of roof trusses
7	State the reason for tampering concrete	State the reason for formwork	State how you would secure roof trusses
8	State the reason for screeding the concrete floor	State the material used for formwork	State the materials that roof trusses are made off
9	State the reason for screeding the concrete floor	State the material used for formwork	State the purpose of door locks

3.2.7 Grade 5 : 1st, 2nd and 3rd year

Grade 5 Term 2			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
1	Health, safety and good housekeeping practices	Grade 5 1st year <ul style="list-style-type: none"> Identify and use fire extinguishers Identify and follow procedures for emergencies promptly and correctly 	Grade 5 1st year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to identify and use fire extinguishers Discusses and demonstrates how to identify and follow procedures for emergencies promptly and correctly The learner completes the following activities: <ul style="list-style-type: none"> Identifies and uses fire extinguishers Identifies and follows procedures for emergencies promptly and correctly
	Health, safety and good housekeeping practices	Grade 5 2nd year <ul style="list-style-type: none"> Treat an injured person for shock Observe organisational housekeeping policies and procedures Practice good housekeeping 	Grade 5 2nd year The teacher: <ul style="list-style-type: none"> Discusses and demonstrates how to treat an injured person for shock Discusses and demonstrates organisational housekeeping policies and procedures Discusses and demonstrates how to practice good housekeeping The learner completes the following activities: <ul style="list-style-type: none"> Treats an injured person for shock Observes organisational housekeeping policies and procedures Practices good housekeeping

Grade 5 Term 2			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
	bricklaying	<ul style="list-style-type: none"> Build a cavity wall with window frames 	<p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to fit build a cavity wall with window frames <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Observes and assists in building a cavity wall with window frames
	Building and bricklaying	<p>Grade 5 2nd year</p> <ul style="list-style-type: none"> Build decorative elements(flat or semi-circular arch) 	<p>Grade 5 2nd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to build decorative elements(flat or semi-circular arch) <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Observes and assists in building decorative elements(flat or semi-circular arch)
	Finishing	<p>Grade 5 3rd year</p> <ul style="list-style-type: none"> Fit roof tiles 	<p>Grade 5 3rd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to fit roof tiles <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Observes and assists in fitting roof tiles

Practical assessment term 3

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. Although four theoretical are assessed and recorded, a minimum of one 1 theoretical activity is reported on. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 5 1 st year	Grade 5 2 nd year	Grade 5 3 rd year
2	Lay a concrete floor Screed a concrete floor	Conduct post fabrication activities Prepare work area for formwork	Fit door hinges Fit doors
3	Show which is the strongest bond for load bearing walls Show how to construct load bearing walls	Conduct post fabrication activities Prepare work area for formwork	Fit door hinges Fit doors
4	Set profile for 110 brick wall Build a 110 brick wall	Measure material for formwork Erect formwork	Measure out DPC Lay DPC on trusses
5	Set profile for 110 brick wall Build a 110 brick wall	Measure material for formwork Erect formwork	Measure out DPC Lay DPC on trusses
6	Set profile for 220 brick wall Build a 220 brick wall	Mix concrete for formwork Pour concrete for formwork	Make up a tile batten spacer template Use template to fit roof tile battens
7	Set profile for 220 brick wall Build a 220 brick wall	Check if concrete is set Remove formwork	Make up a tile batten spacer template Use template to fit roof tile battens
8	Set a profile for a cavity wall with windows Build a cavity wall with window frames	Prepare work area Build decorative elements	Fit roof tiles Fit roof tile caps
9	Set a profile for a cavity wall with windows Build a cavity wall with window frames	Prepare work area Build decorative elements	Fit roof tiles Fit roof tile caps

Theoretical assessment Term 3

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

The learner must be able to:

Week	Grade 5 1st year	Grade 5 2nd year	Grade 5 3rd year
2	State the reasons for screeding the concrete floors	State the purpose of formwork	State the different types of doors
3	State the purpose of load bearing walls	State the purpose of formwork	State the different width of doors
4	State the purpose of a 110 wall	State the materials used in formwork	State the purpose of DPC
5	State the purpose of a 110 wall	State the materials used in formwork	State the reason for using of SABS DPC
6	State the purpose of a 220 wall	State the purpose of putting steel in formwork	State the purpose of roof tile batten spacer template
7	State the purpose of a 220 wall	State the drying period of concrete in formwork	State the purpose of roof tile battens
8	State the reasons for cavity walls	State the purpose of building decorative elements	State the purpose of roof tiles
9	State the reasons for cavity walls	State the purpose of building decorative elements	State the purpose of roof tile caps

3.2.8 Grade 5 : 1st, 2nd and 3rd year

Grade 5 Term 4			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
1	Health, safety and good housekeeping practices	Grade 5 1st year <ul style="list-style-type: none"> Report injuries involving individuals to the relevant persons promptly 	Grade 5 1st year <p>The teacher:</p> <ul style="list-style-type: none"> Discusses how to report injuries involving individuals to the relevant persons promptly <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Reports injuries involving individuals to the relevant persons promptly
	Health, safety and good housekeeping practices	Grade 5 2nd year <ul style="list-style-type: none"> Comply with housekeeping procedures and policies Identify and report shortcomings in housekeeping practices Comply with relevant safety routines Practice good housekeeping 	Grade 5 2nd year <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to comply with housekeeping procedures and policies Discusses and demonstrates how to identify and report shortcomings in housekeeping practices Discusses and demonstrates how to comply with relevant safety routines Discusses and demonstrates how to practice good housekeeping <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Complies with housekeeping procedures and policies Identifies and reports shortcomings in housekeeping practices

Grade 5 Term 4			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
	<p>Basic plastering skills</p> <p>Masonry structures</p>	<p>Grade 5 2nd year</p> <ul style="list-style-type: none"> Apply damp proof course on concrete slab where required <p>Grade 5 3rd year</p> <ul style="list-style-type: none"> Repair cracks in walls 	<p>between vertical columns/ profiles</p> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Observes and assists in building a right angle return half brick wall between vertical columns/ profiles <p>Grade 5 2nd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to apply damp proof course on concrete slab where required <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Observes and assists in applying damp proof course on concrete slab where required <p>Grade 5 3rd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to repair cracks in walls <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Observes and assists in repairing cracks in walls
9	Building and bricklaying	<p>Grade 5 1st year</p> <ul style="list-style-type: none"> Build a right angle return half brick wall 	<p>Grade 5 1st year</p> <p>The teacher:</p>

Grade 5 Term 4			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
		between vertical columns/ profiles	<ul style="list-style-type: none"> Discusses and demonstrates how to build a right angle return half brick wall between vertical columns/ profiles <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Observes and assists in building a right angle return half brick wall between vertical columns/ profiles
	Basic plastering skills	Grade 5 2nd year <ul style="list-style-type: none"> Top and screed floor surfaces 	Grade 5 2nd year <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to top and screed floor surfaces <p>The learner completes the following activities:</p> <p>Observes and assists in topping and screeding floor surfaces</p>
	Masonry structures	Grade 5 3rd year <ul style="list-style-type: none"> Repair cracks in wall 	Grade 5 3rd year <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates how to repair cracks in walls <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> Observes and assists in repairing cracks in walls

Practical assessment Term 4

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. Although four theoretical are assessed and recorded, a minimum of one 1 theoretical activity is reported on. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 5 1 st year	Grade 5 2 nd year	Grade 5 3 rd year
2	Set profile Set door frame	Finish decorative element Point decorative element	Prepare surface for painting undercoat Paint on undercoat
3	Build a cavity wall Set lintel	Mark out area for tiling Lay tiles	Prepare surface for painting undercoat Paint on undercoat
4	Build in sills Embed tiles in sill	Cut finishing tiles Grout tiles	Fit glass blocks tracks Fit glass blocks
5	Build a cavity wall Set lintel	Prepare area for laying pavers Compact area for laying pavers	Fit caps on walls Point cap edges
6	Set profile Set mortar and builders line	Lay pavers Dust sea sand into joints or fill joints with mortar	Remove defective flashing Clean area
7	Lay blocks Lay half block in a stretcher bond	Clean concrete slab Level slab	Cut out flashing sheet Secure new flashing
8	Set profile Build a right angle return half brick	Measure DPC Cut and place DPC on concrete slab	Chip out, groove cracks Clean out cracks
9	Set profile Build a right angle return half brick	Screed floor surface Float floor surface	Fill cracks with mortar Float mortar in cracks

Theoretical assessment term 4

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

The learner must be able to:

Week	Grade 5 1 st year	Grade 5 2 nd year	Grade 5 3 rd year
2	State the purpose of setting door frames	State the reason for pointing decorative elements	State the purpose of undercoat
3	State the purpose of a lintel	State the purpose of tile fix	State the purpose of undercoat
4	State the purpose of sills	State the purpose of grouting tiles	State the purpose of glass blocks
5	State the purpose of sills	State the reason for compacting the paving area	State the purpose of caps
6	State the purpose of a builders line	State the reason for using a level on paving	State the reason for renewing flashing
7	State the purpose of half blocks	State the method of levelling the slab	State the purpose of bitumen on roof flashing
8	State the purpose of a right angle half brick	State the purpose of DPC	State the reason for chipping/grooving cracks
9	State the purpose of a right angle half brick	State the purpose of screeding floor surfaces	State the reason for walls cracking

4 SECTION 4: ASSESSMENT IN BUILDING AND PLASTERING

Subject specific content to be added to generic section 4 after public comment changes/corrections have been made.

Assessment across the 5 years

Grade 4 – Practical assessment tasks

Task	Week	Grade 4 1 st year	Grade 4 2 nd year
Term 1			
1	Week 2 or 3	Identify sewer lines on a drawing. Identify foundation lines on a drawing	Pour concrete. Level concrete
2	Week 4 or 5	Produce a free hand sketch of a stretcher bond wall. Produce a free hand sketch of the formwork of a driveway	Check if the profile board is level Use a profile rod to lay bricks
3	Week 6 or 7	Convert the boundary lines on a plan to metres. Convert the foundation lines on a plan to metres	Set out a profile board Level a profile board
4	Week 8 or 9	Use a hammer to nail a beam Use a rubber mallet to bed a paver	Set up profile board Lay first row of bricks
Term 2			
1	Week 2 or 3	Use a spade to dig a hole. Use a wheel barrow to transport bricks	Set up a profile Set up a builders line
2	Week 4 or 5	Use a tile cutter to cut a tile Clean a tile cutter	Lay a mortar bed Lay reinforcing in mortar bed

3	Week 6 or 7	Use a measuring tape to measure in centimetres. Use a measuring tape to measure in metres	Prepare block making machine for use Mix aggregate for block making
4	Week 8 or 9	Use a gauge lathe to lay bricks Use a builders line to lay bricks	Compress aggregate Remove machine
Term 3			
1	Week 2 or 3	Switch on an angle grinder Use an angle grinder	Add pigments to the aggregate Mix the aggregate
2	Week 4 or 5	Switch on the drill press Use a drill press	Measure the required amount of aggregate needed for block. Feed the aggregate into the machine
3	Week 6 or 7	Erect an extension ladder Dismantle an extension ladder	Compress aggregate for making a brick Move machine to next spot
4	Week 8 or 9	Draw up an order list for building a wall. List the suppliers of the materials	Check bricks for defects Check blocks for defects
Term 4			
1	Week 2 or 3	Demonstrate how to store cement Demonstrate how to store sand	Clean up working area Repair concrete floor
2	Week 4 or 5	Transfer foundation lines to ground Check foundation lines for accuracy	Remove damaged brick Replace damaged brick
3	Week 6 or 7	Loosen soil Excavate trenches	Clean up working area Patch rendering
4	Week 8 or 9	Mix sand and cement Add stone and mix concrete	Prepare area Damp proof area

Grade 4 terms 1 – 4: Theoretical assessment tasks

Evidence of one theoretical task of formal assessment between weeks 2 – 09 as in the annual teaching plan must be available for quality assurance.

Grade 5 – Practical assessment tasks

Task	Week	Grade 5 1 st year	Grade 5 2 nd year	Grade 5 3 rd year
Term 1				
1	Week 2 or 3	Use basic tools Care for basic tools	Secure temporary arch side supports. Secure arch support	Dry mix plaster Wet mix plaster
2	Week 4 or 5	Use specialised tools Care for specialised	Erect profile for brickwork Build a brick corner in a stretcher bond	Prepare plaster mouldings Fix plaster mouldings
3	Week 6 or 7	Maintain tools and equipment. Repair tools and equipment	Set profile for 330 column Build a 330 column	Prepare plaster mouldings. Fix plaster mouldings
4	Week 8 or 9	Place adjustable jack in position. Level jacks	Set profile for 330 column Build a 330 column	Prepare plaster mouldings. Fix plaster mouldings
Term 2				
1	Week 2 or 3	Dismantle access equipment. Stack access equipment	Place formwork in position. Build an arch	Use correct tools for horizontal joints. Use correct tools for vertical

				joints
2	Week 4 or 5	Dry mix concrete. Wet mix concrete	Prepare area for horizontal reinforcement. Install horizontal reinforcement	Place windows in position and level. Secure window frame
3	Week 6 or 7	Pour concrete. Tamper concrete	Clear the work area for formwork. Prepare the work area for formwork	Position roof trusses. Secure roof trusses
4	Week 8 or 9	Screed the concrete floor. Float the concrete floor	Fabricate formwork. Install formwork	Position roof trusses. Secure roof trusses
Term 3				
1	Week 2 or 3	Lay a concrete floor. Screed a concrete floor	Conduct post fabrication activities. Prepare work area for formwork	Fit door hinges. Fit doors
2	Week 4 or 5	Set profile for 110 brick wall. Build a 110 brick wall	Measure material for formwork. Erect formwork	Measure out DPC. Lay DPC on trusses
3	Week 6 or 7	Set profile for 220 brick wall. Build a 220 brick wall	Mix concrete for formwork. Pour concrete for formwork	Make up a tile batten spacer template. Use template to fit roof tile battens
4	Week 8 or 9	Set a profile for a cavity wall with windows. Build a cavity wall with window frames	Prepare work area Build decorative elements	Fit roof tiles. Fit roof tile caps
Term 4				

1	Week 2 or 3	Set profile. Set door frame	Finish decorative element. Point decorative element	Prepare surface for painting undercoat. Paint on undercoat
2	Week 4 or 5	Build in sills. Embed tiles in sill	Cut finishing tiles. Grout tiles	Fit glass blocks tracks. Fit glass blocks
3	Week 6 or 7	Set profile. Set mortar and builders line	Lay pavers. Dust sea sand into joints or fill joints with mortar	Remove defective flashing. Clean area
4	Week 8 or 9	Set profile. Build a right angle return half brick	Screed floor surface. Float floor surface	Fill cracks with mortar. Float mortar in cracks

Grade 5 terms 1 – 4: Theoretical assessment tasks

Evidence of one theoretical task of formal assessment between weeks 2 – 09 as in the annual teaching plan must be available for quality assurance.

PUBLIC COMMENT