basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy Statement: Technical Occupational

Year 1 - 4

CIVIL TECHNOLOGY:

WOODWORKING AND TIMBER

CONTENT

SECTION 1:

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. There are learners participating in the General Education and Training Band who have an interest and talent in applied knowledge and in technical and vocational skills subjects which are currently not available in the National Curriculum Statement, Grades R to 12 (2011). This cohort of learners should be given an opportunity to achieve a formal qualification or recognition of achievement towards a qualification that is related to any vocational and occupational learning within their area of interest and aptitude.

This Subject Statement has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols approved by the Department of Basic Education and who will benefit from curriculum content that is aligned to the Senior Phase of the National Curriculum Statement at a more applied and functional level in accordance with their interest and aptitude.

It is critical, that through differentiated methodologies, the learners enrolled for this qualification will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum theoretical requirements of the respective grades of the senior phase. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies (language and numeracy) relevant to the specific subject, so that they are in a position to demonstrate the practical competencies that they have mastered which will make it possible for them to progress to further education and training pathways.

The learning programme will be structured in such a way that it would adequately prepare learners to progress onto the academic, technical vocational or technical occupational pathways of the Further Education and Training Band, albeit with endorsement. It will also enable learners across the range of competencies and aptitudes to obtain a recognised and accredited qualification or certificate of attainment.

The programme aims at contributing to the ideal of education to produce learners who will function **meaningfully** and **effectively** in the society, be able to enter future **careers** and be equipped to meet the requirements of the **economy** (local and global).

1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for technical occupational education in the General Education and Training band.

The following legal framework will be adhered to:

(i) National Curriculum Statement, Grades R to 12 (2011) together with the National Protocol for Assessment and the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement, Grades R to 12;

(ii) Draft Technical Vocational Subject Statements listed in the Draft General Certificate of Education: Technical Occupational, a Qualification at Level 1 on the National Qualification Framework;

(iii) General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001); the General and Further Education and Training Amendment Act, 2008 (Act No 50 of 2008); the NQF Act, 2008 (Act no 67 of 2008) and the Continuing Education and Training Act, 2006 as amended by Act No 3 of 2012 and Act No 1 of 2013;

(iv) The General and Further Education and Training Qualifications Sub- Framework (August 2013);

(v) Standards and quality assurance for General and Further Education and Training (June 2008, Revised April 2013);

(vi) Policy and regulations pertaining to the conduct, administration and management of assessment for the General Education and Training Certificate in Skills and Vocational Training: A qualification at Level 1 on the National Qualification Framework (NQF);

(vii) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);

(viii) The United Nations Convention on the Rights of Persons with Disabilities adopted by the United Nations General Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;

(ix) The White Paper on the Rights of Persons with Disabilities, 2015;

(x) Section 11 of the Children's Act (2007);

(xi) Chapter 5, section 76 of the Children's Act as amended (2007);

(xii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;

(xiii) Skills Development Act, 1998 (Act 97 of 1998); and

(xiv) Assessment Policy for Qualifications and Part Qualifications on the Occupational Qualifications Sub-Framework (OQSF), 2014 of the QCTO.

1.3. General aims of the Technical Occupational Curriculum

(a) The National Curriculum Statement, Grades R to 9 gives expression to the knowledge, skills and values worth learning in South African schools. The Technical Occupational Curriculum aims to ensure that learners, irrespective of their abilities, have the opportunity to develop competences for meeting challenges and taking up opportunities in the fast changing 21st century and are also guided to apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives, including the demands of the fourth industrial revolution. Sustaining development-relevance in the face of constant and rapid change requires curricula to be lifelong learning systems in their own right, capable of constant self-renewal and innovation.

(b) The curriculum serves the purposes of:

- Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- Promoting critical thinking, creativity and innovation, communication, collaboration, information, media and ICT literacies, flexibility and adaptability, initiative and self-direction, social and cross-cultural, productivity and accountability, leadership and responsibility and life-long learning;
- Facilitating the transition of learners from education institutions to the workplace;

- Providing employers with a sufficient profile of a learner's competences.
- Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(c) The curriculum is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex; and
- Human rights, inclusivity, environmental, gender and social justice and equality: infusing the principles and practices of social justice and human rights as defined in the Constitution of the Republic of South Africa as well as the greening of the economy.

(d) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011), as well as the Standard Operating Procedures for Accommodations in Assessment (2016).

1.3.1. The aims of the General Certificate of Education: Technical Occupational

The specific aims of the qualification are to:

- Give recognition to learners who would meet the requirements and achieve the competencies as specified in the Exit Level Outcomes and associated Assessment Criteria as set out in the GFETQSF along differentiated pathways;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them for life after school and enable them to access particular employment or occupational workplace-based learning. It may also enable the learners to access a vocational qualification at a Technical and Vocational Education Training College;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in the workplace;
- Prepare learners to function better in a fully inclusive society and workplace; and
- Provide employers with a profile of the learner's competence.

Learners successfully completing the qualification will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the subject statement;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Have the ability to apply knowledge and skills in changing contexts;
- Reflect on their learning in order to promote an interest in learning and further study; and
- Demonstrate basic entrepreneurial skills that will enable them to create their own work and business opportunities in the contexts in which they live.

1.4. Subjects and Time Allocation

Instructional Time for the Technical Occupational Learning Programmes is 27½ hours in a five-day cycle

<table>
<tr><th colspan="3">Subjects

General Education</th><th>Time</th></tr>
<tr><td colspan="2" rowspan="2">Languages

(Home Language and First Additional Language)</td><td colspan="2">3 Hours for Home Language</td></tr>
<tr><td colspan="2">2 hours for First Additional Language

All 11 official languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Siswati, Sesotho, Setswana, Sepedi, Tshivenda, Xitsonga)</td></tr>
<tr><td colspan="2">Mathematics</td><td colspan="2">3 hours</td></tr>
<tr><td rowspan="4">Life Skills</td><td>Personal and Social Well-being

(including aspects of Life Orientation, Social Sciences and Economic and Management Sciences)</td><td>2½ hours</td><td rowspan="4">6 hours</td></tr>
<tr><td>Physical Education</td><td>1 hour</td></tr>
<tr><td>Creative Arts</td><td>1 hour</td></tr>
<tr><td>Natural Sciences</td><td>1½ hours from year 2 onwards

This time to be used in year 1 to support Languages and Mathematics</td></tr>
<tr><td colspan="4">Information Communication Technology

ICT is a compulsory subject for all learners. It can be offered either as a stand-alone or integrated across various subjects. If offered as a stand-alone a school may use time allocated to the Technical Occupational programme. ICT does not count towards the qualification but is a necessary life-long skill. ICT is not to be confused with the Technical Occupational Subject “Office Administration” which is an elective.</td></tr>
</table>

Subjects **Technical Occupational: Electives**	**Time**
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Sewing Early Childhood Development Electrical Technology: Electrical Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Sheet Metal Work Mechanical Technology: Welding Mechanical Technology: Maintenance Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing Service Technology: Upholstery Wholesale and Retail	13½ hours
Total: General and Occupational	27½

The table below proposes the learner progression across the years at a School of Skills.

Year 1 Minimum of 1 year of orientation	**Year 2**	**Year 3**	**Year 4**
Base Line Assessment for Language and Mathematics ➢ **Intervention (ISP)** **General Education:** • **Home Language** • **FAL** • **Mathematics** • **Life Skills:** ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ➢ ICT Enrichment **Technical Occupational** **Minimum 2 x SKILLS** **Across the year** **Post Assessment** • **Analyse results** Progress to Year 2 with appropriate support for Languages and Mathematics	**General Education:** • **Home Language** • **FAL** • **Mathematics** • **Life Skills:** ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences ➢ ICT Enrichment **Technical Occupational** **Minimum of 1 Skill**	**General Education:** • **Home Language** • **FAL** • **Mathematics** • **Life Skills:** ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences ➢ ICT Enrichment **Technical Occupational** **Minimum of 1 Skill**	**General Education:** • **Home Language** • **FAL** • **Mathematics** • **Life Skills:** ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences ➢ ICT Enrichment **Technical Occupational** **Minimum of 1 Skill** GCE: TO Qualification Or Certificate of Achievement (External exam- results verified / moderated)

Note:

Year One is an orientation year and learners must be exposed to a minimum of two occupational skills so that they can select a skill with which they will continue from Year Two. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in Year One experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners. It is important that learners are exposed to all the Topics and Specific Aims per selected Occupational skill, acknowledging that not all learners will be successful in all of these.

SECTION 2:

INTRODUCTION TO CIVIL TECHNOLOGY: WOODWORKING AND TIMBER

2.1 What is Woodworking and Timber?

The subject lays the foundation for learning in the area of construction carpentry and joinery that includes furniture and cabinet making. The learner creates products from wooden raw material, to meet modern demands. It focuses on structures such as roof trusses, windows, doors and any part of a building that is made of timber including furniture building and cabinet making.

The subject has been designed to equip students with basic carpentry skills and an understanding of essential principles necessary to perform simple carpentry tasks in the construction and in the furniture industry.

2.2 Topics to be studied in Woodworking and Timber

1. Safety
2. Cutting list (Measuring, reading of drawings quantities)
3. Measuring (Templates, tools)
4. Materials (Wood types, boards, fastening)
5. Equipment (Machine, hand tools)
6. Graphic communications
7. Finishing
8. Joining (Joints)
9. Fastening and fittings (Screws, nails, glue, hinges)
10. Doors (Types and installation)
11. Cupboards (Build in cupboards)
12. Ceiling (Types and installation)
13. Formwork / Shuttering
14. Roof trusses

2.3 Specific Aims:

The learner is able to:

1. comply with good housekeeping practices by implementing health and safety in the work area
2. work with measurement in a variety of contexts

3. read and interpret (produce) basic work drawings
4. prepare cutting lists, set-out and mark off for machining purpose
5. produce basic hand crafted furniture
6. produce sawn timber and board product components and products
7. produce planed timber product components and products
8. produce machine sanded timber and board product components and products
9. prepare products for finishing
10. prepare, manufacture and erect roof trusses
11. erect ceilings and timber frame partitions
12. build formwork

2.4 Requirements for Woodworking and Timber as a subject

2.4.1 Time Allocation

The total number of hours allocated for the subject in a five day cycle is 13 ½ hours. Sufficient time must be allocated in the school timetable for the practical work required to be done.

2.4.2 Resources

Human resources

Woodworking and Timber requires a trained subject specialist. It is preferred that the teacher offering Woodworking and Timber is an artisan / technician / technical teacher in a Woodworking and Timber related area. Industry related experience and workshop management skills are essential and a tertiary qualification in technical teaching is preferred.

Woodworking and Timber teachers are required to:

- Teach the subject content with confidence and flair
- Interact with learners in a relaxed but firm manner
- Manage the workshop resourcing, budget and safety
- Manage the teaching environment
- Conduct stock taking and inventory
- Plan for practical work
- Plan for theory lessons
- Conduct weekly practical sessions
- Maintain and service the workshop as a whole

- Maintain and service the tools and instruments
- Ensure learner safety
- Produce working PAT projects in cooperation with learners
- Carry out School Based Assessment (SBA)
- Implement innovative methods to keep the subject interesting
- Be self - motivated to keep her/him abreast of the latest technological developments
- Regularly attend skills workshops

Learner Resources:

- Text/ resource book
- Basic drawing equipment (maths set will be sufficient)
- Calculator

2.4.3 Infrastructure, equipment and finances

Schools must ensure that teachers have the necessary infra-structure, equipment and financial resources for quality teaching and learning.

Infrastructure

- Woodworking and Timber cannot be implemented in a school without an equipped workshop.
- Electricity supply to the workshop is crucial, preferably a three phase, four-wire supply, but at least single phase with a high current circuit breaker.
- Lighting and ventilation is of extreme importance and a workshop should ideally have multiple exits with doors that open outward.
- An extraction system
- Tools and equipment should have sufficient storage and well-developed storage management system with an up to date inventory. Shelves should be clearly marked and storage areas defined.
- Good housekeeping principles require that all workshops be cleaned regularly. A suitable waste removal system should be in place to accommodate refuse, off-cut materials as well as chemical waste. The requirements of the Occupational Health and Safety (OHS) Act 85 of 1993 need to be complied with at all times.
- Machinery on stands should be permanently affixed to the floor, with isolation switches for the mains supply. All machines should have working machine guards.
- Electrical motors should ideally be painted bright orange. Specification plates should be clearly legible.

- The workshop must have a lockable mains distribution board. The workshop must be fitted with an emergency cut of switch/s which is/are easily accessible at all times. The red, mushroom type, emergency switch should preferably be lockable to prevent accidental re-connection with mains in the case of it being activated.
- Safety rules must be displayed on posters in the workshop.

Equipment

The following is the minimum requirement for a Woodworking and Timber workshop.

Non consumables		
Category	**Equipment**	**Number needed**
Safety Equipment	Overalls	One per learner
	Fire extinguisher	One per exit
	Safety signs	As required by law. All machines, escape routes, fire extinguishers, first aid etc.
	First aid kit	1 per workshop
	Safety glasses	All machines where necessary. Grinders, saws, lathes
	Ear muffs	All machines where necessary. Grinders, saws, lathes
Hand tools	Workbenches or tables with vices	One bench with two woodworking vices mounted for every two learners. 10 benches per workshop
	Hand drill	4 per workshop
	Planes	15 per workshop
	Back saws	15 per workshop
	Claw hammers	5 per workshop
	Marking gauge	15 per workshop
	Cross peen hammers	15 per workshop
	Chisels	15 sets of 3 widths (6,10,20mm) per workshop
	Wooden mallets	15 per workshop
	Clamps	10 of 1.2m per workshop 10 of 1.5m per workshop

		10 of 250mm G-clamps per workshop 10 of 150mm G-clamps per workshop
	Set square (try & mitre)	15 of 150mm per workshop
	Rulers	15 of 300mm steel rulers per workshop
	Tape measure 5m	5 per workshop
	Screwdrivers	5 sets of combination of flat and star per workshop
	Pliers	5 engineering pliers per workshop 5 long nose pliers per workshop 5 side cutters per workshop
	Files and rasps	15 of bastard files per workshop 15 of flat rasps per workshop 15 of half round rasps per workshop 15 of round bastard files per workshop
Machine tools	Electrical hand drill	4 per workshop
	Jigsaw	2 per workshop
	Portable belt sander	1 per workshop
	Circular saw	1 per workshop
	Band saw	1 per workshop
	Radial arm saw	1 per workshop
	Surface planer	1 per workshop
	Thicknesser	1 per workshop
	Chisel mortising machine	1 per workshop
	Lathe	1 per workshop
	Drill press	1 per workshop
	Bench grinder	1 per workshop
	Router with a set of bits	1 per workshop

Optional extras; Spindle, Belt and disk sander, Dust extractor, Orbital sander, Biscuit cutter (Some of these tools are to be operated by the teacher or only under direct supervision of the teacher)

Equipment: Consumables

- Wood (New or recycled wood)
- Wood products
- Wood glue
- Fastenings and fittings
- Raw linseed oil
- Varnish
- Turpentine / Thinners
- Paint brushes
- Sanding paper
- Belt sander belts
- Replacement blades for machines: Band saw, Chisel mortising machine, Planers, Jig saw, Radial arm saw, Circular saw.

Finances:

Budget and inventory

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year. The funding must make provision for maintenance of equipment and the replacement over the years.

Resourcing could be sub divided into the following categories:

- Safety Equipment
- Tools and Equipment
- Consumable Materials
- Practical Assessment Task Resources (PAT
- Teaching and Learning Support Material
- Maintenance

A stock inventory (control) and maintenance register must be kept by the teacher and verified annually by a Senior Management Team member.

2.5 Career opportunities

Career and occupational opportunities for learners with a foundation in Woodworking and Timber include but is not limited to:

- carpenter and joiner
- cabinet maker
- shutter hand
- working as an entrepreneur or working with an entrepreneur

SECTION 3:

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Content Overview

TOPIC	Year 1	Year 2	Year 3	Year 4
1. Safety OHS Act 85 of 1993 Generic Tool specific	Identify, list and apply good housekeeping practices Requirements of the OHS act pertaining to; Personal safety, general safety, Safety and health aspects associated with storage of materials (Timber, hand tools, power tools and chemicals) Application of Safety measures for hand tools Basic first aid and personal	Identify, list and apply good housekeeping practices Application of the OHS act pertaining to; Personal safety, general safety, Safety and health aspects associated with storage of materials (Timber, hand tools, power tools and chemicals) Application of Safety measures for hand tools Cleaning of tools and	Application of the OHS act pertaining to; Personal safety, general safety, Safety and health aspects associated with storage of materials Application of Safety measures for hand tools	Application of the OHS act pertaining to; General Safety and health risks in the workplace Requirements for employers Application of Safety measures for hand tools

TOPIC	Year 1	Year 2	Year 3	Year 4
	safety	equipment Basic first aid and personal safety	Application of Safety measures for machine tools and machinery Maintenance of tools and equipment. Storage of tools and equipment Basic first aid and personal safety	Application of Safety measures for machine tools and machinery Maintenance of tools and equipment Storage of tools and equipment Basic first aid and personal safety
2. **Cutting list** (Measuring, reading of drawings Quantities)	Show learners a picture and a drawing of any project Show learners cutting list of the project shown	Set up a cutting list from a given nett parts list	Read working drawing together with a nett parts list and set up a detail cutting list	Read working drawing and set up a detail cutting list Set a detail list of wood and consumables needed for project Calculate the cost of materials

TOPIC	Year 1	Year 2	Year 3	Year 4
3. **Measuring** (Templates, tools)	Measure length, width and thickness Use the appropriate measuring tools to mark off the measurements on wood. (Ruler, Set square, pencil) Use templates to mark off odd shaped figures	Measure length, width and thickness Use the appropriate measuring tools to mark off the measurements on wood (Ruler, Measuring tape, Set square, Pencil and Marking gauges) Use templates to mark off odd shaped figures	Measure and calculate the surface area of wood Create templates for odd shaped figures	Measure and calculate the volume of wood Convert round and odd shaped figures to squares and rectangles Create templates for odd shaped figures
4. **Materials** (Wood types, boards, fastening)	Introduction to different types of timber and wood products	Structure of the cross section of the tree Standard sizes of timber Basic characteristics of the wood product working with	Wood technology (Seasoning, defects) Characteristics of 1 Soft wood and 1 hard wood Characteristics of 2 Board products	Wood technology (Classification of timber, Conversion of Timber) Characteristics of 2 Soft woods and 2 hard woods Characteristics of Board products

TOPIC	Year 1	Year 2	Year 3	Year 4
5. **Equipment** (Machine, hand tools)	Identification and proper use of woodworking hand tools	Identification and proper use of woodworking hand tools Identification and proper use and care of basic machine tools	Identification and proper use of woodworking hand tools Identification and proper use and care of machines	Identification and proper use of woodworking hand tools Identification and proper use and care of machines
6. **Graphics and communications** Graphics (Simple drawings Isometric and orthographic, Reading, link to technology)	Learners can be introduced to drawings but not for any formal assessment Free hand sketches	Enlarge and reduce simple figures Do front and side elevation Copy oblique drawings using a grid	Read and interpret basic woodworking drawings Copy working drawing	Read and interpret woodworking drawings Make simple 2 and 3 dimensional drawings
7. Finishing	Basic knowledge and use of finishing off of timber	Use of finishing products for timber	Knowledge and use of different types of finishing products	Knowledge and use of different types of finishing products Reason for finishing off of a product

TOPIC	Year 1	Year 2	Year 3	Year 4
8. **Joining** (Joints)	Basic joints needed for PAT	Basic joints needed for PAT	Corner joints Widening joints	Basic joints needed for PAT
9. **Fastening and fittings** (Screws, nails, glue, hinges)	Introduction to types of fasteners	Types and use of fasteners and fittings	Types and use of fasteners and fittings	Types and use of fasteners and fittings Fittings for decorative purposes
10. **Doors** (Types and installation)	X	X	Different types of doors	Methods of constructing doors
11. **Ceiling** (Types and installation)	X	X	Introduction to ceilings	Basic knowledge of construction and installation of ceilings Basic calculations of materials
12. Roof trusses	X	X	Introduction to roof trusses	Basic knowledge of construction and

TOPIC	Year 1	Year 2	Year 3	Year 4
				installation roof trusses

3.2 CONTENT OUTLINE PER TERM

Year 1

WEEK	TOPIC	CONTENT **The learner is able to:**	**Techniques, activities, resources and process notes**
1	**Safety** OHS Act 85 of 1993 Generic	• Demonstrate and apply the following safety rules: ○ Personal safety (PPE – Personal Protective Equipment) ○ General workshop safety (Safe working procedures and good house-keeping) ○ Storage of materials(timber) ○ Application of safety measures for hand tools ○ HIV / Aids awareness ○ Basic first aid – cuts, burns	Theoretical explanation as well as practical demonstrations. Videos about safety Worksheet • Oral discussions in pairs and in groups • Access information from reference books or suitable resources • Sort information • Written presentations • Present information visually • Practical demonstration **PAT (Practical assessment task or Project) should start in week one** • Apply safety to every aspect of the work • Work schedule which includes drawings, cutting lists

			and mark rubrics must be given to the learners at the beginning of the PAT • Use the practical model or project to demonstrate and teach the learners the different aspects of the topics • Accuracy is important • Demonstrate how to read a ruler in mm • Make one or more templates the learners can use • The educator must demonstrate the correct way of handling the Tenon saw, this includes the stance, holding and cutting. When the project includes curved cutting it must be done by the educator • The practical project (PAT) must be planned in such a way to incorporate the different joints • Make samples of the joints which will be used. Demonstrate to the learners first how to do the joint step by step • Demonstrate to the learners the application of the different fasteners. Again the correct procedure of using woodscrews is important. (Pilot hole, shaft and countersunk) • Examples of PAT models are: o Candle stick holders o Bread board or chopping plank o ~~Mirror frames~~

			○ Pencil holders ○ Simple Trays ○ Bird Feeders The learner should be able to identify all finishing products but the demonstration of the use is limited to the PAT
2	**Materials**	• Identify the timber they are going to use Make a selection from: ○ Pine ○ Supa wood ○ Hardboard ○ Plywood or any other available timber which is not too expensive ○ Demonstrate the proper use of timber	• Educator must choose the timber and prepare the information accordingly. For this learners choose a soft wood with easy working characteristics • Make a selection from Pine, Supa wood, Hardboard, Plywood or any other available timber which is not too expensive
3– 7	**Equipment**	○ Identify, describe and demonstrate the correct use, caring and safety of the following tools: **Measuring** ○ Steel rule ○ Set square ○ Pencil	Use practical demonstrations and worksheets The tools are best taught while busy with practical classes Pay attention to the parts, caring and safe use

		Cutting ○ Tenon saw **Miscellaneous** ○ G-clamps ○ Cross peen hammer ○ Claw hammer ○ Flat screw driver ○ Star screw driver ○ Engineering pliers ○ Electric hand drill and drill bits	
	Measuring	• Identify measuring tools and the proper use thereof • Accurately measure length, width and thickness in mm • Demonstrate the correct and accurate use of a template	
	Cutting	• Mark off and prepare the wood for cutting. • Cut in straight lines	
	Joining	• Identify the following joints: ○ Butt joint	

		○ Halve Lapped joint ○ Dowel joint • Demonstrate the use of at least two of the above mentioned joints	
	Fastenings	• Identify and use following fastening consumables ○ Panel pins ○ Round wire nails ○ Countersunk woodscrew (Slotted and Phillips) ○ Cut screw (Easy drive)	
8	**Finishing**	• Identify and use the following finishing products: ○ Sandpaper with attention to the different grits ○ Raw linseed oil or any other type of oil ○ Varnish or Stain ○ Ordinary colour acrylic paint	
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	

Activity 1 – Practical Demonstration (Measuring and cutting skills) = 25% of term mark

The learner must be able to demonstrate certain skills acquired during the term. This can be a single task and should not necessarily form part of a bigger model.

Learner receives a piece of wood to measure and cut according a given drawing. Learner must do more than one measuring including bevelling angles. First assess the measuring and then let the learner do the cutting for assessment. Use a rubric for assessment purposes.

- Measuring and marking off (60 % of total marks of demonstration)
- Cutting (40% of total marks of demonstration)

Total for Activity 1 Marks to be converted to 25% of total term mark

Activity 2 – PRACTICAL ASSESSMENT TASK - PAT (Practical project) = 50% of term mark

Learners must produce a practical model (PAT) using two or more basic joints / construction methods which can be assessed to evaluate their acquisition of skills. This project should involve the skills, techniques and knowledge of the theory component.

Assessment is done according to a rubric which includes all the skills acquired during the term. Marks must be converted to be 50% of total term mark

- Examples of projects in Annexure A

Activity 3

Formal written or oral assessment – 25%
Scope of work is all the work done during the term.

Year 2 Term 1

WEEK	TOPIC	CONTENT **The learner is able to:**	**Techniques, activities, resources and process notes**
1	**Safety** OHS Act 85 of 1993 Generic	• Demonstrate and apply the following safety rules: o Personal safety (PPE – Personal Protective Equipment) o General workshop safety (Safe working procedures and good housekeeping) o Safety when storing materials. (Wood and other consumables like paint and thinners) o HIV / Aids awareness o Basic first aid – cuts, burns	• Theoretical explanation as well as practical demonstrations • Videos about safety • Worksheet • Oral discussions in pairs and in groups • Access information from reference books or suitable resources • Sort information • Written presentations • Present information visually **PAT (Practical assessment task or Project) should start in week one** • Apply safety to every aspect of the work • Work schedule which includes drawings, cutting lists and mark rubrics must be given to the learners at the beginning of the PAT • Use the practical model or project to demonstrate and teach the learners the different aspects of the topics

			• Accuracy is important • Demonstrate how to read a ruler in mm • Make one or more templates the learners can use • The educator must demonstrate the correct way of handling the Tenon saw, this includes the stance, holding and cutting. When the project includes curved cutting it must be done by the educator • The practical project (PAT) must be planned in such a way to incorporate the different joints • Demonstrate to the learners first how to do the joint step by step • Demonstrate to the learners the application of the different fasteners. Again the correct procedure of using woodscrews is important. (Pilot hole, shaft and countersunk) The learner should be able to identify all finishing products but the demonstration of the use is limited to the PAT
2	**Materials**	• Identify the timber they are going to use Make a selection from: ○ Pine, ○ Supa-wood, ○ Hardboard,	• Educator must choose the timber and prepare the information accordingly. For this learners choose a wood with easy working characteristics • Make a selection from Pine, Supa wood, Hardboard, Plywood or any other available timber which is not too

		○ Ply-wood or any other available timber which is not too expensive • Demonstrate the proper use of timber	expensive • Worksheet containing the identification of the wood, working characteristics and origin
3 – 7	**Equipment**	• Identify, describe and demonstrate the correct use, caring and safety of the following tools: **Measuring** ○ Tape measure ○ Steel rule ○ Set square ○ Pencil **Cutting** ○ Tenon saw **Miscellaneous** ○ Cross peen hammer ○ Claw hammer ○ Flat screw driver ○ Star screw driver	**Theoretical explanation of the topics**: • The theory can be explained while doing the practical but pen on paper is important • Provide the learner with appropriate notes where dedicated textbooks are not available • Use worksheets for written work • Attention must be given to the correct terminology, safe use and proper care • All topics and content should be covered in theory

		○ Engineering pliers ○ Electric hand drill and drill bits
	Measuring	• Identify measuring tools and the proper use thereof • Accurately measure length, width and thickness in mm • Demonstrate the correct and accurate use of a template
	Cutting	• Mark off and prepare the wood for cutting • Do basic cutting in straight lines
	Joining	• Identify the following joints: ○ Butt joint ○ Lapped joint ○ Mitre joint ○ Dowel joint • Demonstrate the use of all of the above mentioned joints
	Fastenings	• Identify and use following fastening consumables ○ Panel pins ○ Round wire nails ○ Countersunk woodscrew (Slotted and Phillips) ○ Cut screw (Easy drive)
8	**Finishing**	• Identify and use the following finishing products: ○ Wood filler ○ Sandpaper with attention to the different grits

		○ Raw linseed oil or any other type of oil ○ Varnish or Stain ○ Ordinary colour acrylic paint	
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	

Activity 1 – Practical Demonstration (Measuring and cutting skills) = 25% of term mark

The learner must be able to demonstrate certain skills acquired during the term. This can be a single task and should not necessarily form part of a bigger model.

Learner receives a piece of wood to measure and cut according a given drawing. Learner must do more than one measuring including bevelling angles. First assess the measuring and then let the learner do the cutting for assessment. Use a rubric for assessment purposes.

- Measuring and marking off (60 % of total marks of demonstration)
- Cutting (40% of total marks of demonstration)

Total for Activity 1 Marks to be converted to 25% of total term mark

Activity 2 – PRACTICAL ASSESSMENT TASK -PAT (Practical project) = 50% of term mark

Learners must produce a practical model (PAT) using two or more basic joints / construction methods which can be assessed to evaluate their acquisition of skills. This project should involve the skills, techniques and knowledge of the theory component. This project can be finished or carried over to term 2.

Assessment is done according to a rubric which includes all the skills acquired during the term. Marks must be converted to be 50% of total term mark

- Examples of projects in Annexure A

Activity 3

Formal written or oral assessment – 25%

Year 2 Term 2

WEEK	TOPIC	CONTENT **The learner is able to:**	**Techniques, activities, resources and process notes**
1 - 7	**Equipment**	• Identify, describe and demonstrate the correct use, caring and safety of the following tools: **Measuring** ○ Sliding bevel ○ Marking gauge ○ Mortise gauge **Cutting** ○ Firmer chisel ○ Paring chisel ○ Mortise chisel ○ Gouges **Planing** ○ Jack plane ○ Trying plane ○ Smoothing plane	**Theoretical explanation of the topics**: • The theory can be explained while doing the practical but pen on paper is important • Provide the learner with appropriate notes where dedicated textbooks are not available • Use worksheets for written work • Attention must be given to the correct terminology, safe use and proper care • All topics and content should be covered in theory • Theoretical explanation as well as practical demonstrations of the tools and joints **PAT (Practical assessment task or Project) should start in week one** • Apply safety to every aspect of the work • Work schedule which includes drawings, cutting lists and mark rubrics must be given to the learners at the beginning of the PAT

		Miscellaneous ○ Wooden mallet ○ Oilstones ○ Punches ○ Files and Rasps	• Use the practical model or project to demonstrate and teach the learners the different aspects of the topics • Accuracy is important • Make one or more templates the learners can use • The educator must demonstrate the correct way of handling the tools, this includes the stance, holding and cutting. When the project includes curved cutting it must be done by the educator • The practical project (PAT) must be planned in such a way to incorporate the different joints • Make samples of the joints which will be used. Demonstrate to the learners first how to do the joint step by step • Demonstrate to the learners the application of the different fasteners. Again the correct procedure of using woodscrews is important. (Pilot hole, shaft and countersunk) • **Examples of PAT models:** ○ Towel stand ○ Folding camping chair ○ Simple clothes horse ○ Chair with backing ○ Coffee table ○ Dining room table
	Joining	• Identify the following joints and make at least one or two of them: ○ Corner Halving ○ Tee Halving ○ Half-lap Dovetail ○ Cross Halving ○ Stub tenon ○ Barefaced tenon ○ Mortise and tenon	

			○ Customer demands • The learner should be able to identify all finishing products but the demonstration of the use is limited to the PAT • The making of the joint(s) forms part of the demonstration
8	**Materials**	• Demonstrate a sound understanding of: ○ Structure of the cross section of the tree ○ Growth of a tree ○ Standard sizes of timber ○ Basic characteristics of the wood product they are working with	Theoretical explanation • Access information from reference books or suitable resources • Present information visually and hand out notes where suitable textbooks do not exist • Use worksheets for recording and written purposes
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	

Activity 1 – Demonstration (Making of a model of Halving joints) = 25% of term mark

Learner receives a drawing and must manufacture the model according to the given instructions. First assess the measuring and then cutting and lastly assembly of the model. Use a rubric for assessment purposes. Have a completed sample ready for the learners to see how the finished product must look like.

- Measuring and marking off (40 % of total marks of demonstration)
- Cutting (40% of total marks of demonstration)

- Final assembly (20% of total marks of demonstration)

Total for Activity 1 Marks to be converted to 25% of total term mark

Activity 2 – PAT (Practical project) = 50% of term mark. (May be a continuation of PAT started in term 1 or a completely new project. This project must be finished by the end of term 2)

Learners make a model (PAT) using two or more basic joints / construction methods.

Assessment is done according to a rubric which includes all the skills acquired during the term. Marks must be converted to be 50% of total term mark

- Examples of projects in Annexure A

Activity 3

Formal written or oral assessment – 25%

Scope of work is all the work done during term 1 and term 2.

Year 2 Term 3

WEEK	TOPIC	CONTENT **The learner is able to:**	**Techniques, activities, resources and process notes**
1-8	**Equipment**	• Identify, describe and demonstrate the correct use, caring and safety of the following tools: **Boring Equipment** ○ Wheel brace or Hand drill ○ Ratchet hand brace ○ Drills and Bits ▪ Auger bits: Jennings pattern and solid centre ▪ Forstner bit ▪ Morse drill or twist drill ▪ Countersink bit ▪ Centre bit ▪ Screwdriver bit ▪ Expansive bit ▪ Flat bits ▪ Hole saws ○ Plug cutter	**Theoretical explanation of the topics**: • The theory can be explained while doing the practical but pen on paper is important • Provide the learner with appropriate notes where dedicated textbooks are not available • Use worksheets for written work • Attention must be given to the correct terminology, safe use and proper care • All topics and content should be covered in theory. • Don't go into too much detail • Theoretical explanation as well as practical demonstrations of the tools and joints **PAT (Practical assessment task or Project) should start in week one (Can be done over two terms)** • Apply safety to every aspect of the work • Work schedule which includes drawings, cutting lists

		Pliers ○ Pinchers ○ Cutting pliers	and mark rubrics must be given to the learners at the beginning of the PAT • Use the practical model or project to demonstrate and teach the learners the different aspects of the topics • Accuracy is important • Make one or more templates the learners can use • The educator must demonstrate the correct way of handling the tools, this includes the stance, holding and cutting. When the project includes curved cutting it must be done by the educator • The practical project (PAT) must be planned in such a way to incorporate the different joints • Make samples of the joints which will be used. Demonstrate to the learners first how to do the joint step by step • The learner should be able to identify all finishing products but the demonstration of the use is limited to the PAT
	Fastenings	• Identify and know the different parts and uses of the following fastening consumables. **Nails** ○ Wire nails ○ Oval nails ○ Panel pins ○ Clout nails ○ Steel nails ○ Roofing screw ○ Upholstery nail **Screws** ○ Countersunk screws ○ Round head screws ○ Raised head screws ○ Self-tapping screws ○ Coach screws	

		○ Drywall Screws ○ Chipboard screws ○ Pozi drive screws ○ Cut screws (Phillips, pozi, square bit) **Glue** ○ PVA glue ○ Contact glue ○ Epoxy glue	
	Joining	• Identify both and make one of the following joints: ○ Secret mortise and tenon joint ○ Bridle joint	• The educator must make the joints step by step with the learners • The joints can be incorporated in the PAT
	Materials	• Explain and describe : ○ The reasons for the seasoning of timber ○ Methods of seasoning of timber ○ Defects in timber	• Make posters with the different aspects of materials • Make use of videos and internet to show the different processes
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	
.**Activity 1** – Practical Demonstration (Making of a model with tenon or bridle joints) = 25% of term mark Learner receives a drawing and must manufacture the model according to the given instructions. First assess the measuring and then cutting and lastly assembly of			

the model. Use a rubric for assessment purposes. Have a completed sample ready for the learners to see how the finished product must look like.

- Measuring and marking off (40 % of total marks of demonstration)
- Cutting (40% of total marks of demonstration)
- Final assembly (20% of total marks of demonstration)

Total for Activity 1 Marks to be converted to 25% of total term mark

Activity 2 – PAT (Practical project) = 50% of term mark (A completely new project must be started in term 3)

Learners make a model (PAT) using two or more basic joints / construction methods

Assessment is done according to a rubric which includes all the skills acquired during the term. Marks must be converted to be 50% of total term mark

- Examples of projects in Annexure A

Activity 3

Formal written or oral assessment – 25%

Scope of work is all the work done during term 3

Year 2 Term 4

WEEK	TOPIC	CONTENT **The learner is able to:**	**Techniques, activities, resources and process notes**
1 - 5	**Equipment**	• Identify, describe and demonstrate the correct use, caring and safety of the following tools: **Cutting** • Saws ▪ Rip saw ▪ Dove tail saw ▪ Coping saw ▪ Hacksaw **Planing** ○ Spoke shave **Clamps** ○ Sash clamps ○ T-bar clamps	**Theoretical explanation of the topics**: • The theory can be explained while doing the practical but pen on paper is important • Provide the learner with appropriate notes where dedicated textbooks are not available • Use worksheets for written work • Attention must be given to the correct terminology, safe use and proper care • All topics and content should be covered in theory • Don't go into too much detail • Theoretical explanation as well as practical demonstrations of the tools and joints **PAT (Practical assessment task or Project) should start in week one (Can be the PAT started in Term 3)** • Apply safety to every aspect of the work • Work schedule which includes drawings, cutting lists and mark rubrics must be given to the learners at the

		Machines ○ Electric pedestal drill ○ Cordless drill / screwdriver ○ Jigsaw	beginning of the PAT • Use the practical model or project to demonstrate and teach the learners the different aspects of the topics • Accuracy is important • Make one or more templates the learners can use • The educator must demonstrate the correct way of handling the tools, this includes the stance, holding and cutting. When the project includes curved cutting it must be done by the educator • The practical project (PAT) must be planned in such a way to incorporate the different joints • Examples of PAT models are: ○ Dog kennel ○ Folding table ○ Braai trolley ○ Hat and coat rack • The learner should be able to identify all finishing products but the demonstration of the use is limited to the PAT • Machine tools include the safety, caring and use thereof
6 – 7	**Graphic communication**	• Identify 2D and 3D drawings • Copy 2D drawings on block paper	○ Learners can be introduced to drawings, but not for any formal assessment

		• Dimensioning • Scale. Only do 1:1 and 1:2	○ Posters with samples of different drawings ○ Explain how to read a drawing ○ The difference between length, width, thickness and breadth ○ Make use of a model and an enlarged drawing of the model
8 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	

Activity 1 – PAT (Practical project) = 75% of term mark (May be a continuation of PAT started in term 3 or a completely new project)

Learners make a model (PAT) using two or more basic joints / construction methods

Assessment is done according to a rubric which includes all the skills acquired during the term. Marks must be converted to be 75% of total term mark

- Examples of projects in Annexure A

Activity 2

Formal written or oral assessment – 25%

Scope of work is all the work done during term 3 and term 4 with term four carrying more weight.

Year 3 Term 1

WEEK	TOPIC	CONTENT **The learner is able to:**	**Techniques, activities, resources and process notes**
1	**Safety** OHS Act 85 of 1993 Generic	• Demonstrate and apply the following safety rules: o Personal safety (PPE – Personal Protective Equipment) o General workshop safety (Safe working procedures and good house-keeping) o Application of safety measures for machine tools and machinery o Safety when storing materials. (Wood and other consumables like paint and thinners) o HIV / Aids awareness o Basic first aid – cuts, burns	Theoretical explanation as well as practical demonstrations. Videos about safety Worksheet • Oral discussions in pairs and in groups • Access information from reference books or suitable resources • Sort information • Written presentations • Present information visually **Start with PAT planning**
2 - 8	**Equipment**	• Identify, describe and demonstrate the correct use, caring and safety of the following machines: o Surface planer o Thicknesser o Circular saw	**Theoretical explanation of the topics**: • The theory can be explained while doing the practical but pen on paper is important • Provide the learner with appropriate notes where dedicated textbooks are not available

		○ Band saw ○ Radial arm saw ○ Chisel mortising machine ○ Woodworking lathe	• Use worksheets for written work • Attention must be given to the correct terminology, safe use and proper care • All topics and content should be covered in theory • Don't go into too much detail • Theoretical explanation as well as practical demonstrations of the tools and joints **PAT (Practical assessment task or Project) should start in week one** • Apply safety to every aspect of the work • Work schedule which includes drawings, cutting lists and mark rubrics must be given to the learners at the beginning of the PAT • Use the practical model or project to demonstrate and teach the learners the different aspects of the topics • Accuracy is important • Make one or more templates the learners can use • The educator must demonstrate the correct way of handling the tools, this includes the stance, holding and cutting. When the project includes curved cutting it must be done by the educator • The practical project (PAT) must be planned in such a way to incorporate the different joints

			• The learner should be able to identify all finishing products but the demonstration of the use is limited to the PAT • The educator must demonstrate the correct way of handling the appropriate machinery; this includes the stance, caring and use. The practical project (PAT) must be planned in such a way to use different machines and different joints
	Joining	• Identify all the joints discussed during year 1 and 2 • Use a minimum of two joint used in the PATs	○ Joints included in PAT and in theory
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	

Activity 1 – Practical Demonstration (Making of a model with tenon or bridle joints) = 25% of term mark

Learner receives a drawing and must manufacture the model according to the given instructions. First assess the measuring and then cutting and lastly assembly of the model. Use a rubric for assessment purposes. Have a completed sample ready for the learners to see how the finished product must look like.

- Measuring and marking off (40 % of total marks of demonstration)
- Cutting (40% of total marks of demonstration)
- Final assembly (20% of total marks of demonstration)

Total for Activity 1 Marks to be converted to 25% of total term mark

Activity 2 – PAT (Practical project) = 50% of term mark

Learners must produce a practical model (PAT) using two or more basic joints / construction methods which can be assessed to evaluate their acquisition of skills. This project should involve the skills, techniques and knowledge of the theory component. This project can be finished or carried over to term 2.

Assessment is done according to a rubric which includes all the skills acquired during the term. Marks must be converted to be 50% of total term mark

- Examples of projects in the Annexure A

Activity 3

Formal written or oral assessment – 25%

Scope of work is all the work done during the term.

Year 3 Term 2

WEEK	TOPIC	CONTENT **The learner is able to:**	**Techniques, activities, resources and process notes**
1 - 3	**Equipment**	• Identify, describe and demonstrate the correct use, caring and safety of the following portable machines: o Electric hand drill o Screwdriver o Jig saw o Orbital sanders o Belt sander o Circular saw o Planer o Biscuit joiner o Router	**Theoretical explanation of the topics**: • The theory can be explained while doing the practical but pen on paper is important • Provide the learner with appropriate notes where dedicated textbooks are not available • Use worksheets for written work • Attention must be given to the correct terminology, safe use and proper care • All topics and content should be covered in theory • Theoretical explanation as well as practical demonstrations of the tools and joints **PAT (Practical assessment task or Project) should start in week one** • Apply safety to every aspect of the work • Work schedule which includes drawings, cutting lists and mark rubrics must be given to the learners at the beginning of the PAT

			• Use the practical model or project to demonstrate and teach the learners the different aspects of the topics • Accuracy is important • Make one or more templates the learners can use • The educator must demonstrate the correct way of handling the tools, this includes the stance, holding and cutting. When the project includes curved cutting it must be done by the educator • The practical project (PAT) must be planned in such a way to incorporate the different joints • **Examples of PAT models:** o Chess Tables o Chairs Examples of PAT models: o Bar stool o Bed o Bedside lamp o Letter box • The learner should be able to identify all finishing products but the demonstration of the use is limited to the PAT • Machine tools include the safety, caring and use thereof

			The educator must demonstrate the correct way of o Handling the appropriate machines, this includes the stance, caring and use. The practical project (PAT) must be planned in such a way to incorporate the use of different machines and different joints
4	**Fastenings**	• Identify and know the different uses of the following fastening consumables o Corrugated fasteners o Nail plates o Expansion bolts o Lamello biscuits o Dowels o Wall plugs o Hammer-in fixing	
5	**Joining**	• Identify all the joints done during year 1 and 2 • Identify all the joints to widen boards and make a minimum of two o Butt or Rubbed joint o Tongue-and-groove o Loose-tongue joint	

		○ Dowelled joint ○ Lamello biscuit joint	
6 - 7	**Graphic communication**	• Read and interpret basic woodworking drawings • Copy woodworking drawings	Learners can be introduced to drawings
8	**Finishing**	• Identify and use the following finishing and protective products: ○ Sandpaper with attention to the different grits ○ Sanding sealer ○ Oil ○ Polish / wax ○ Varnish ○ Stain ○ Paint	
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	
Activity 1 – Practical Demonstration (Making of a model any joint(s) learnt during year 1 and 2) = 25% of term mark Learner receives a drawing and must manufacture the model according to the given instructions. First assess the measuring and then cutting and lastly assembly of the model. Use a rubric for assessment purposes. Have a completed sample ready for the learners to see how the finished product must look like.			

- Measuring and marking off (40 % of total marks of demonstration)
- Cutting (40% of total marks of demonstration)
- Final assembly (20% of total marks of demonstration)

Total for Activity 1 Marks to be converted to 25% of total term mark

Activity 2 – PAT (Practical project) = 50% of term mark (May be a continuation of PAT started in term 1 or a completely new project

Learners must produce a practical model (PAT) using two or more basic joints / construction methods which can be assessed to evaluate their acquisition of skills. This project should involve the skills, techniques and knowledge of the theory component. This project must be finished by the end of term 2.

Assessment is done according to a rubric which includes all the skills acquired during the term. Marks must be converted to be 50% of total term mark

- Examples of projects in Annexure A

Activity 3

Formal written or oral assessment – 25%

Scope of work is all the work done during term 1 and term 2.

Year 3 Term 3

WEEK	TOPIC	CONTENT **The learner is able to:**	**Techniques, activities, resources and process notes**
1	**Cutting list**	• Set up a detail cutting list from a working drawing and a completed model of the drawing. It must be something simple like a wooden box. Drawing must be clear.	**Theoretical explanation of the topics**: • The theory can be explained while doing the practical but pen on paper is important • Provide the learner with appropriate notes where dedicated textbooks are not available • Use worksheets for written work • Attention must be given to the correct terminology, safe use and proper care • All topics and content should be covered in theory. • Don't go into too much detail • Theoretical explanation as well as practical demonstrations of the tools and joints **PAT (Practical assessment task or Project) should start in week one** • Apply safety to every aspect of the work • Work schedule which includes drawings, cutting lists and mark rubrics must be given to the learners at the
2	**Measuring**	• Measure and calculate the surface area of wood • Create templates for odd shaped figures	
3 - 4	**Materials**	• Revise and recall understanding of the work done in year 2 • Explain characteristics of 1 Soft wood and 1 hard wood • Explain characteristics of 2 Board products	
5 - 8	**Fastenings**	• Identify and know the different uses of the following fastening consumables Hinges ○ Butt hinge ○ Rising butt hinge ○ Piano hinge ○ T-hinge ○ Band and hook hinge	

		○ Concealed hinge Locks ○ Straight cupboard lock ○ Box or kist lock ○ Drawer lock ○ Mortise lock ○ Rim lock ○ Night latch ○ Sliding door lock	beginning of the PAT • Use the practical project to demonstrate and teach the learners the different aspects of the topics • Accuracy is important • Make one or more templates the learners can use • The educator must demonstrate the correct way of handling the tools, this includes the stance, holding and cutting. When the project includes curved cutting it must be done by the educator • The practical project (PAT) must be planned in such a way to incorporate the different joints • The learner should be able to identify all finishing products but the demonstration of the use is limited to the PAT • Machine tools include the safety, caring and use thereof The educator must demonstrate the correct way of ○ Handling the appropriate machines, this includes the stance, caring and use. The practical project (PAT) must be planned in such a way to incorporate the use of different machines and different joints

9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.

Activity 1 – Practical Demonstration (Making of a model a variety of joints year 1, 2 and 3) = 25% of term mark

Learner receives a drawing and must manufacture the model according to the given instructions. First assess the measuring and then cutting and lastly assembly of the model. Use a rubric for assessment purposes. Have a completed sample ready for the learners to see how the finished product must look like.

- Measuring and marking off (40 % of total marks of demonstration)
- Cutting (40% of total marks of demonstration)
- Final assembly (20% of total marks of demonstration)

Total for Activity 1 Marks to be converted to 25% of total term mark

Activity 2 – PAT (Practical project) = 50% of term mark (A new PAT must be started in term 3and can be carried over to term 4)

Learners must produce a practical model (PAT) using two or more basic joints / construction methods which can be assessed to evaluate their acquisition of skills. This project should involve the skills, techniques and knowledge of the theory component. This project can be finished or carried over to term 2.
Assessment is done according to a rubric which includes all the skills acquired during the term. Marks must be converted to be 50% of total term mark

- Examples of projects in Annexure A.

Activity 3

Formal written or oral assessment – 25%

Scope of work is all the work done during the term.

Year 3 Term 4

WEEK	TOPIC	CONTENT **The learner is able to:**	**Techniques, activities, resources and process notes**
1 – 7	**Doors**	• Identify different types of doors and places where they are used: ○ Ledged batten door ○ Ledged and braced batten door ○ Framed ledged and braced batten door ○ Panel door	**Theoretical explanation of the topics**: • The theory can be explained while doing the practical but pen on paper is important • Provide the learner with appropriate notes where dedicated textbooks are not available • Use worksheets for written work • Attention must be given to the correct terminology, safe use and proper care • All topics and content should be covered in theory • Don't go into too much detail • Theoretical explanation as well as practical demonstrations of the tools and joints **PAT (Practical assessment task or Project) should start in week one** • Apply safety to every aspect of the work • Work schedule which includes drawings, cutting lists and mark rubrics must be given to the learners at the
	Ceiling	• Identify and describe the following concepts used when installing ceiling: ○ Types of ceilings. Range of ceilings include but are not limited to: Gypsum board and timber ceilings ○ Cladding materials, their properties and application. ○ V-jointed tongue and groove timber and gypsum board as cladding materials. ○ Jointing methods	

		○ Methods for mitring corners and angles ○ Basic techniques for joisting and brandering ○ Basic techniques for securing boards and cornices ○ Types of mitres, techniques for mitring corners and squaring off doorframes	beginning of the PAT • Use the practical model or project to demonstrate and teach the learners the different aspects of the topics. • Accuracy is important • Make one or more templates the learners can use • The educator must demonstrate the correct way of handling the tools, this includes the stance, holding and cutting. When the project includes curved cutting it must be done by the educator • The practical project (PAT) must be planned in such a way to incorporate the different joints • **Example of PAT model:** • South African roof truss ○ Bedside cabinet ○ Bathroom cabinet • The learner should be able to identify all finishing products but the demonstration of the use is limited to the PAT • Machine tools include the safety, caring and use thereof The educator must demonstrate the correct way of ○ Handling the appropriate machines, this includes the stance, caring and use. The practical project (PAT)
	Formwork	• Explain and describe formwork under the following headings: ○ Purpose ○ Definition ○ Materials used for formwork	
	Roof trusses	• Explain and describe different roof trusses and the equipment used to construct roof trusses: ○ Types of trusses. Include but are not limited to: ▪ How trusses ▪ Gable roof trusses ○ Types of connection materials. Include but are not limited to: ▪ Nails ▪ Bolts, washers and nuts ▪ Gang nails	

			must be planned in such a way to incorporate the use of different machines and different joints
8 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	

Activity 1 – PAT (Practical project) = 75% of term mark (May be a continuation of PAT started in term 3 or a completely new project

Learners must produce a practical model (PAT) using two or more basic joints or a mock-up of a roof construction which can be assessed to evaluate their acquisition of skills. This project should involve the skills, techniques and knowledge of the theory component.

Assessment is done according to a rubric which includes all the skills acquired during the term. Marks must be converted to be 75% of total term mark

Activity 2

Formal written or oral assessment – 25% Scope of work is all the work done during term 3 and term 4.

Year 4 Term 1

WEEK	TOPIC	CONTENT **The learner is able to:**	**Techniques, activities, resources and process notes**
1 - 6	**Safety** OHS Act 85 of 1993 Generic Tool specific	• Demonstrate and apply the following safety rules: o Personal safety (PPE – Personal Protective Equipment) o General workshop safety (Safe working procedures and good house-keeping) (Revision) o Application of safety measures for hand tools, machine tools and machinery (Revision) o Safety when storing materials. (Wood and other consumables like paint and thinners) (Revision) o Safety requirements for the employers o Basic first aid – cuts, burns o HIV / Aids awareness ▪ What it is ▪ How it is transferred ▪ How to prevent infection	The "requirements for employers is done so that the learner can know the task of the employer in connection with safety when he is an employee at the workplace Theoretical explanation as well as practical demonstrations Videos about safety Worksheet • Oral discussions in pairs and in groups • Access information from reference books or suitable resources • Sort information • Written presentations • Present information visually

	Cutting list (Measuring, reading of drawings Quantities)	• Use working drawings and do the following:
		  ○ Set up a detail cutting list
		  ○ List all consumables
		  ○ Calculate the cost of the project
			Calculation of the materials and sundry items of a small bathroom cabinet with a door. This calculation is not limited to this cabinet only. Any other intermediate project can be used
			
			(Give the learners the cost of different components and they must then calculate the total cost.)
			
			Consumables: Glue, nails. Screws. Sanding paper, varnish etc

	Measuring (Templates, tools)	• Demonstrate the correct use of all measuring equipment • Determine the square or rectangle needed for an odd shaped figure • Revise measuring from year 1 – 3	Have a variety of odd shaped templates ready to help with this activity. Example. Ball and claw template, Queen Ann legs or any other shape

	Equipment (Machine, hand tools)	• Revision of all hand and machine tools year 1 – 3
		  ○ Pedestal drill
		  ○ All portable electrical machines
		  ○ Surface planer and Thicknesser
		  ○ Circular saw
		  ○ Band saw
		  ○ Radial arm saw
		  ○ Chisel mortising machine
			Revise the safety, parts and caring of all the machinery

		○ Lathe	
7	**Graphic communication** Graphics (Simple drawings Isometric and orthographic, Reading, link to technology)	• Interpret simple drawings: Simple 2D and 3D drawings	Have different grid papers ready. Oblique, orthographic and Isometric Learners copy simple real life objects onto the drawing paper
8	**Doors** (Types and installation)	Demonstrate correct installation of different types of doors (Panel, Hollow core, Z frame and cabinet doors) Differentiate between internal and external doors ○ Construction method (Theory only) ○ Hanging of doors ○ Lock fitting ○ Preserving of doors	Demonstrate to the learners how to hang doors and fit a lock. Important to show the learners the lock side and hinge side of the door Describe to the learners the different methods of preserving with their advantages and disadvantages

9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The

		assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.

Activity 1 – Practical Demonstration (Hanging a door) = 25% of term mark

Learner receives a drawing and must hang a door according to the given instructions. First assess the measuring and then cutting and lastly assembly of the door. Use a rubric for assessment purposes. Have a completed sample ready for the learners to see how the finished product must look like.

- Measuring and marking off (40 % of total marks of demonstration)
- Cutting (40% of total marks of demonstration)
- Final assembly (20% of total marks of demonstration)

Total for Activity 1 Marks to be converted to 25% of total term mark

Activity 2 – PAT (Practical project) = 50% of term mark (Start with a project in term 1 and it may be carried over to term 2)

Learners must produce a practical model (PAT) using two or more basic joints / construction methods which can be assessed to evaluate their acquisition of skills. This project should involve the skills, techniques and knowledge of the theory component. This project must be finished end of term 2.

Assessment is done according to a rubric which includes all the skills acquired during the term. Marks must be converted to be 50% of total term mark

Activity 3

Formal written or oral assessment – 25%

Scope of work is all the work done during term.

Year 4 Term 2

WEEK	TOPIC	CONTENT **The learner is able to:**	Techniques, activities, resources and process notes

1 - 8	**Materials** (Wood types, boards, fastening)	• Identify and describe the following:
		  ○ Conversion methods of timber. (Through and through, square and quarter methods)
		  ○ Characteristics of two (2) soft and two hardwoods
		  ○ Characteristics of:
		  ▪ hardboard
		  ▪ chipboard
		  ▪ supawood
		  ▪ plywood
		  ▪ marine-ply
		  ▪ softboard
			• Make use of posters and videos to explain the conversion of timber
			• Try to let the learners experience the characteristics of the wood as far as practically possible
			• Use some of the wood in the PAT
			• **Example of PAT:**
			  ○ TV cabinet
			  ○ Dining room table
			  ○ Composite board Construction Examples of PAT models for year 4
			  ○ Chair with backing
			  ○ Workbench
			  ○ Coffee table
			  ○ TV Cabinet
			  ○ Dining room table
			  ○ Wardrobe
			  ○ Customer demands

	Joining (Joints)	• Identify and demonstrate different joining methods used on composite boards for Build in Cupboards
		• Identify and explain the use of the following joints
		  ○ Half lapped joints
		  ○ Mortise and tenon joints
		  ○ Dovetail joints
		  ○ Edge joints (Joints to widen boards)
			Do revision; show the models, worksheets, drawings
			
			For Built in Cupboards (BIC) focus on butt joints with screws, biscuit joints and corner brackets

	Fastening and fittings (Screws, nails, glue, hinges	• Explain and demonstrate the use of the following fittings and fasteners for Build in Cupboards: hinges including concealed hinges, shelf fittings, drawer runners, lock mechanisms and catches, handles
		
		• Revise fittings and fasteners from year 1 – 3
		  ○ Nails
		  ○ Screws
		  ○ Hinges
		  ○ Locks
		  ○ Fastening consumables
			Make use of worksheets for revision
			
			Fittings for BIC's –hinges including concealed hinges, shelf fittings, drawer runners, lock mechanisms and catches, handles

9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	

Activity 1 – Demonstration (Making of a model of tenon or bridle joints) = 25% of term mark

Learner receives a drawing and must manufacture the model according to the given instructions. First assess the measuring and then cutting and lastly assembly of the model. Use a rubric for assessment purposes. Have a completed sample ready for the learners to see how the finished product must look like.

- Measuring and marking off (40 % of total marks of demonstration)
- Cutting (40% of total marks of demonstration)
- Final assembly (20% of total marks of demonstration)

Total for Activity 1 Marks to be converted to 25% of total term mark

Activity 2 – PAT (Practical project) = 50% of term mark (May be a continuation of PAT started in term 1 or a completely new project

Learners may produce a practical model (PAT) using two or more basic joints / or using a construction method used in the Built in Cupboard industry which can be assessed to evaluate their acquisition of skills. This project should involve the skills, techniques and knowledge of the theory component. This project must be finished end of term 2.

Assessment is done according to a rubric which includes all the skills acquired during the term. Marks must be converted to be 50% of total term mark

Activity 3

Formal written or oral assessment – 25%

Scope of work is all the work done during term 1 and term 2 with more focus on term 2.

Year 4 Term 3

WEEK	TOPIC	CONTENT **The learner is able to:**	**Techniques, activities, resources and process notes**

1 – 8	**Finishing**	• Explain preservation of timber under the following heading:
		  ○ Reasons
		  ○ Methods
		  ○ Preservatives
		• Revision of year 1 – 3
		  ○ Sandpaper
		  ○ Finishing and protective products
			Make use of worksheets and videos on finishes

	Ceiling (Types and installation)	• Demonstrate the construction and installation methods used for different types of ceilings
		  ○ Range of ceilings but not limited to: ceilings fastened to brandering, suspended ceilings, jointed and timber ceiling, suspended ceilings
		  ○ Installation
		  ▪ Jointing methods
		  ▪ Methods for mitring corners and angles
		  ▪ Boarding methods
		  ▪ Basic techniques for joisting and brandering (brandering and suspended ceilings)
			Do some simple calculations of area that needs to be covered and waste material management
			
			Show videos of installing ceiling
			
			Show them examples of the different ceiling materials and the way of fixing them
			
			It is important to explain to the learner the angles and methods to cut cornices. Let the learners practise with small pieces of cornice
			
			PAT: Learners will demonstrate joining methods of roof

		○ Basic techniques for securing boards and cornices • Explain and identify the parts of ceilings ○ Cladding materials, their properties and application. Cladding materials include: Polystyrene tongue and groove boards (ISO Board), Pressed fibreboards, composite Gypsum boards, pressed timber wood, soft boards and v-jointed tongue and groove timber ○ Knowledge of different types of cornices ○ Types of mitres, techniques for mitring corners and squaring off doorframes ○ Different types of insulation and insulation methods Insulation includes but is not limited to: Fibre glass wool, polyester fibre, cellulose fibres and composite materials	trusses, mitring as well as brandering
	Roof trusses	• Explain and identify different types of roof trusses : Mono pitch, Standing roof, Tiled roof, Thatched roof • Explain and identify the different parts of a roof truss and the methods used to connect and fasten roof trusses	Theoretical explanation of the roof truss and the parts is necessary. Also explain the reasons for the distance between trusses Show them the fastening methods ○ Learners will perform the basic tasks under supervision. ○ Materials include but are not limited to: Timber and fixing components ○ Connection materials include but are not limited to:

			Nails, bolts, washers and nuts
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	

Activity 1 – Demonstration (Mock –up ceiling installation) = 25% of term mark

Learner receives a drawing and must install a mock-up of a ceiling according to the given instructions. First assess the measuring and then cutting and lastly assembly of the construction. Use a rubric for assessment purposes.

- Measuring and marking off (40 % of total marks of demonstration)
- Cutting (40% of total marks of demonstration)
- Final assembly (20% of total marks of demonstration)

Total for Activity 1 Marks to be converted to 25% of total term mark

Activity 2 – PAT (Practical project) = 50% of term mark (May be a continuation of PAT started in term 3 or a completely new project

Learners must produce a practical model (PAT) using two or more basic joints / construction methods (in Weeks 1 - 10) which can be assessed to evaluate their acquisition of skills. This project should involve the skills, techniques and knowledge of the theory component. This project can be finished end of term 3 but must be ready for external moderation in term 4.

Assessment is done according to a rubric which includes all the skills acquired during the term. Marks must be converted to be 50% of total term mark

Activity 3

Formal written or oral assessment – 25%

Scope of work is all the work done during term.

Year4 Term 4

WEEK	TOPIC	CONTENT Revision and consolidation	Techniques, activities, resources and process notes
1	Formwork / Shuttering • Doors • Ceilings • Roof trusses	Basic knowledge of formwork / shuttering • Definition • Purpose • Treatment of formwork • Products used for formwork	Demonstration of the manufacturing of formwork Worksheets on formwork Examples of PAT models: Wardrobe Customer demands Ceiling installation
2 – 4	• Safety – • Cutting list • Materials • Equipment • Graphic communication	Revision and consolidation : Focus systematically on the topics covered in Woodworking and Timber	Briefly explain the topics to the learners and help them to summarise the work Write informal class tests of daily work and let the learners mark their tests

	• Finishing • Joining • Fastening and fittings		
5-10	External examination	External moderation of school assessment over terms 1, 2 and 3 = 50% of qualification Complete external Practical Assessment Task (PAT) = 25% of qualification Formal external assessment written test or oral = 25% of qualification	

SECTION 4

ASSESSMENT

4.1. Introduction

This section on assessment *standardises* the recording and reporting processes for the Technical Occupational Curriculum and Assessment Policy Statement that is offered in schools that offer this learning programme. It also provides a policy framework for the management of school based assessment and school assessment records.

It is critically required of teachers to offer all measures of differentiated assessment as outlined in Chapter 9 of the National Protocol for Assessment. Especially learners in special schools who follow the Technical Occupational Curriculum over a period of four years have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision to reflect the level(s) of each leaner. Each learner, regardless of his/her number of years in the school, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate each individual learner within a framework of high expectations (See Chapter 9 of the National Protocol for Assessment).

Learners are also eligible for Accommodations and Concessions as outlined in the Standard Operating Procedures for the Assessment of Learners who Experience Barriers to Assessment from Grade R to 12 (2017).

All decisions related to differentiated assessment are made through completing the protocols as outlined in the Policy on Screening, Identification, Assessment and Support (2014) and recorded and tracked through the Individual Support Plans of learners.

4.2. Assessment Principles

4.2.1 Definition

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 should be both informal (Assessment

for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- Enable the teacher to judge a learner's progress in a reliable way;
- Inform learners of their strengths, weaknesses and progress; and
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content, skills, intended aims and topics specified in the learning programme. In both informal and formal assessments, it is important to ensure that in the course of a school year:

- All of the topics and content are covered;
- The full range of skills is included; and
- A variety of different forms of assessment are used.

4.2.2 Informal Assessment or Daily Assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. **The results of daily, informal assessment tasks are not taken into account for progression, promotion and certification purposes.**

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal Assessment Tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment Tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment tasks form part of a year-long formal Programme of Assessment.

a. Why use a Formal Assessment task?

"Formal Assessment Task (assessment of learning)" – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.

b. What is a Formal Assessment Task?

It is a set of questions and or instructions that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners' progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process commences. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include projects, oral presentations, simulations, performances, tests, examinations, practical demonstrations, etc. The **forms of assessment** used should be appropriate to the age and the developmental level of the learners as well as the context of the subject or skills being assessed. The assessment tasks should be carefully designed to cover the topic, content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

Assessment in the General Certificate of Education: Technical Occupational (GCE: TO)

Assessment in the GCE: TO is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the learner by addressing:
  - Social adjustment and responsibility;
  - Moral accountability and ethical work orientation;
  - Economic participation; and
  - Nation-building.

The principles that drive these objectives are:

- ***Integration***

  To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- ***Relevance***

  To be dynamic and responsive to national development needs.

- ***Credibility***

  To demonstrate national and international values and acquired competencies and skills so as to ensure the recognition of the qualification to be attained.

- ***Coherence***

  To work within a consistent framework of principles and certification.

- ***Flexibility***

  To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- ***Participation***

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- ***Access***

  To address barriers to learning at each level to facilitate learners' progress.

- ***Progression***

  To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- ***Portability***

  To enable learners to transfer parts of a qualification from one learning institution and/or employer to another institution or employer.

- ***Articulation***

  To allow for vertical and horizontal mobility in the education system when pre-requisites for accreditation have been successfully completed.

- ***Recognition of Prior Learning***

  To grant credits for a unit of learning following an assessment or if a learner possesses the capabilities specified in each skills area.

- ***Validity of assessments***

  To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

  - Clearly stating the skill to be assessed;
  - Selecting the appropriate or suitable evidence;
  - Matching the evidence with a compatible or appropriate method of assessment; and
  - Selecting and constructing an instrument(s) of assessment.

- ***Reliability***

  To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- ***Fairness and transparency***

  To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

  - Inequality of opportunities, resources or teaching and learning approaches;
  - Bias based on ethnicity, race, gender, age, disability or social class;
  - Lack of clarity regarding topic, content or skill being assessed; and
  - Comparison of learner's work with that of other learners, based on learning styles and language.

- ***Practicability and cost-effectiveness***

  To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

4.3 Managing Assessment

Assessor Requirements

Assessors must be subject specialists with adequate formal assessment experience. If the teacher conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments for the qualification.

Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities.

- **Diagnostic assessment:** This assessment diagnoses the nature and causes of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist help.

- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and weaknesses and provides feedback on progress. It determines if a learner is ready for summative assessment.

- **Summative assessment (Formal Assessment)** This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject.

Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

TEACHER ASSESSMENT	The Teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another student or group of learners' performance against given criteria in different contexts,

	such as individual work, group work, etc.
GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of learners against given criteria.

Task lists and **checklists** show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

Competence Descriptions

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. When teachers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a topic or skill. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Strategies for Collecting Evidence

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

Record sheets: The teacher observes learners working in a group. These observations are recorded in a summary table at the end of each task. The teacher can design a record sheet to observe learners' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

Checklists: Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

School Assessment Programme

The **Programme of Assessment** is designed to spread formal assessment tasks in all subjects in a school across a term.

The programme of assessment should be recorded in the Teacher's planning file (Portfolio of Assessment) for each subject.

The following should at least be included in the Teacher's File:

- A contents page;
- The formal schedule of assessment;
- The requirements for each assessment task;
- The tools used for each assessment task;
- Recording instrument(s) for each assessment task; and
- A mark sheet and report for each assessment task.

The learner's Evidence of Performance must at least include:

- A contents page;
- The assessment tasks according to the assessment programme as indicated below;
- The assessment tools or instruments for the task; and
- A record of the marks (and comments) achieved for each task.

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

.

Assessment across the four years

Year 1 Reporting only in the term when the skill is done.

The GCE: Technical Occupational Qualification at NQF Level 1 is a four year Learning Programme. In year one a learner is exposed to a number of Occupational Subjects. Each subject is offered over a ten week period (one term) in Year 1, where the learner is exposed to the basic skills required for the subject. By the end of year 1 the learner will select a minimum of one skill for the qualification.

Year 1	**Formal School-Based Assessments**
	Learner performance in the Term:
	Practical 75% *
	Theory 25%
Term Report	100%

Years 2 and 3

Year 2 will focus on a broad overview of the subject with a basic understanding and mastery of some of the basic skills required in the subject. Year 3 will focus on the consolidation of the basic skills and the addition of more advanced skills. Learners must in Year 3 start to develop a greater degree of independent mastery of the subject skills

Year 2/3	**Formal School-Based Assessments**			**Final End-of-Year Assessments**
	Term 1	Term 2	Term 3	Term 4
	Practical 75% *	Practical 75% *	Practical 75% *	○ Practical 75%
	Theory 25%	Theory 25%	Theory 25%	
				○ Pen and Paper Test/ Exam 25%
Term Report	100%	100%	100%	
End of Year	SBA 75%			25%

Year 4 Qualification year

In year 4 the focus shifts to the World of Work. Learners must consolidate required skills for the qualification and may engage in workplace exposure for a short period of time during the fourth year. Learners develop independent mastery of skills to be competent within the workplace

<table>
<tr><td rowspan="4">Year 4</td><td colspan="3">Formal School-Based Assessments</td><td>Final End-of-Year Assessments</td></tr>
<tr><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td></tr>
<tr><td>Practical 75% *
Theory
25%</td><td>Practical 75% *
Theory
25%</td><td>Practical 75% *
Theory
25%</td><td>External Practical Assessment Task
25%</td></tr>
<tr><td></td><td></td><td></td><td rowspan="2">External
Pen and Paper Test
25%</td></tr>
<tr><td>Term Report</td><td>100%</td><td>100%</td><td>100%</td></tr>
<tr><td>End of Year</td><td colspan="3">SBA
50%</td><td>External Exams
50%</td></tr>
</table>

CLARIFICATION ON ASSESSMENT PERIODS

Year 2 and 3:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in term 3 only

Term 4 theory assessment to consist of work done in terms 3 and 4

Year 4:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in terms 1, 2 and 3

Term 4 Theory completed in the year

Timing of formal assessment

Suggested Program of Assessment for Woodworking and Timber

YEAR 1					
Term	**Content/ concept/skill**	**Activities**	**Forms of Assessment**	**%**	**FATs based on activities in CAPS: TO**
Year 1	• Health and safety • Materials • Equipment • Measurement • Set-out and mark off and cutting • Joining (Basic joints) • Fastenings • Finishing • Produce basic hand crafted furniture	Activity 1 Mark off and cutting	Practical Demonstration	25%	FAT 1
		Activity 2 Model	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	

YEAR 2					
Term	**Content/ concept/skill**	**Activities**	**Forms of Assessment**	**%**	**FATs based on activities in CAPS: TO**
Term 1	• Health and safety • Materials • Equipment • Measurement • Set-out and mark off and cutting • Joining (Basic joints) • Fastenings • Finishing • Produce basic hand crafted	Activity 1 Making of a joint or small scale model	Demonstration	25%	FAT 1
		Activity 2 Model (PAT)	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	

	furniture				
Term 2	• Equipment • Joining (Basic joints) • Materials • Produce basic handcrafted furniture	Activity 1 Model consisting of halving joints	Demonstration	25%	FAT 2
		Activity 2 Model (PAT continue)	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 3	• Equipment • Fastenings • Joining • Materials • Produce basic handcrafted furniture	Activity 1 Model of tenon or bridle joints	Demonstration	25%	FAT 3
		Activity 2 Model (PAT continue)	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 4	• Equipment • Graphic communication • Produce basic handcrafted furniture	Activity 1 Model (New or finalisation of PAT)	Practical	75%	FAT 4
		Activity 2 Respond to questions	Pen and paper test (Oral or written)	25%	

YEAR 3					
Term	**Content/ concept/skill**	**Activities**	**Forms of Assessment**	**%**	**FATs based on activities in CAPS: TO**
Term 1	• Safety • Equipment • Joining • Produce basic handcrafted furniture	Activity 1 Practical Demonstration	Demonstration	25%	FAT 1
		Activity 2 Model	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 2	• Equipment • Fastenings • Joining • Graphic communication • Produce basic handcrafted furniture	Activity 1 Practical Demonstration	Demonstration	25%	FAT 2
		Activity 2 Model	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 3	• Cutting list • Measuring • Materials • Fastenings • Produce basic handcrafted furniture	Activity 1 Practical Demonstration	Demonstration	25%	FAT 3
		Activity 2 Model	Demonstration	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 4	• Doors • Ceilings • Formwork / shuttering • Roof trusses • Produce basic handcrafted furniture	Activity 1 Practical Model	Practical	75%	FAT 4
		Activity 2 Respond to questions	Pen and paper test (Oral or written)	25%	

YEAR 4					
Term	**Content/ concept/skill**	**Activities**	**Forms of Assessment**	**%**	**FATs based on activities in CAPS: TO**
Term 1	• Safety • Cutting list • Measuring • Equipment • Graphic and communication • Doors • Produce basic handcrafted furniture	Activity 1 Practical Demonstration	Demonstration	25%	FAT 1
		Activity 2 Model	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 2	• Materials • Joining • Fastenings and fittings • Produce basic handcrafted furniture	Activity 1 Practical Demonstration	Demonstration	25%	FAT 2
		Activity 2 Model	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 3	• Finishing • Ceilings • Roof trusses • Produce basic handcrafted furniture	Activity 1 Practical Demonstration	Demonstration	25%	FAT 3
		Activity 2 Model	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	

Term 4	Core content and Concept across the years	External moderation of school assessment over terms 1, 2 and 3.		50%	GCE: TO Qualification
		Activity 1 Practical	Formal external Practical Assessment Task	25%	
		Activity 2 Respond to questions	Formal external assessment: Written test (or oral where necessary)	25%	

Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- Learners' names;
- Dates of assessment;
- Name and description of the assessment activity;
- The results of assessment activities, according to Subject; and
- Comments for support purposes.

Teachers report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below. Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Note: The seven-point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

Codes and percentages for reporting

Rating code	Description of competence	Percentage	Nature of support provided to learners
7	Outstanding achievement	80 – 100	Independent
6	Meritorious achievement	70 – 79	Independent, verbal cues needed
5	Substantial achievement	60 – 69	Minimum support
4	Adequate achievement	50 – 59	Moderate support
3	Moderate achievement	40 – 49	Maximum support (Physical / Verbal)
2	Elementary achievement	30 – 39	Goals to be revisited – Change of direction required.
1	Not achieved	0 – 29	Little / no interest shown in the activity despite maximum support

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents on the Programme of Assessment, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

Progression and Promotion:

Learners will progress with age cohort in this Phase (Year 1-4). Where a learner does not meet the minimum requirements to be promoted to the next year then a learner may spend one extra year in the phase (Year 1-4) to strengthen their ability to achieve the qualification.

4.4 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school, district, and provincial levels as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The Formal School Based Assessment and the practical assessment tasks must be moderated by the relevant subject specialists at the district and, if required, provincial levels in consultation with the moderators at school.

Moderation serves five purposes:

1. It must ascertain whether subject content and skills have been sufficiently covered.
2. The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
3. The assessments and marking are of an acceptable standard and consistency.
4. The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
5. The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

4.4.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

4.4.2 External moderation

External moderation is conducted by the Districts and or Provincial offices, Department of Basic Education, Umalusi and, where relevant, the QCTO. The external moderator:

- Monitors and evaluates the standard of all summative assessments;
- Maintains standards by exercising appropriate influence and control over assessors;
- Ensures proper procedures are followed;

- Ensures summative integrated assessments are correctly administered;
- Observes a minimum sample of 12 summative assessments in total;
- Gives written feedback to the relevant quality assuror; and
- Moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

Moderation is therefore an on-going process and not a once-off end-of-year event.

4.5 General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; and (NPPPPR) (2011);
- *National Protocol for Assessment Grades R – 12. (NPA) (2011);*
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements* (2011);
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres* (2013);
- *Policy on Screening, Identification, Assessment and Support* (2014);
- *Guidelines for Full-service/Inclusive Schools* (2010); and
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment* (2016).

SECTION 5

RESOURCES

Annexure A

POSSIBLE PRACTICAL EXAMPLES

Year	Year 1	Year 2	Year 3	Year 4
Term 1	• Beach bats • Candle stick holder • Mirror Frame • Pencil holder • Cat pole scraper • Tray • Spice Holder • Bird feeder • Tool box • Egg holder	• Tray with detail • Biltong cutter • Bookshelf • Spice rack • Tool box	• Bar stool • Bed • Bedside lamp • Letter box	• Chair with (backing) • Workbench • Coffee table • Door Hanging
Term 2	X	• Coffee table • Towel stand • Folding camping chair • Clothes horse	• Chess table • Chair	• TV Cabinet • Dining room table • Composite Board Construction
Term 3	X	• Dog Kennel • Folding table • Braai trolley • Hat and coat rack	• Bedside cabinet • Bathroom cabinet ↓	• Wardrobe • Customer demands? • Ceiling installation
Term 4	X	↓	• Roof trusses	↓

Annexure B

PAT EXAMPLES AND MARKING RUBICS THAT MAY BE USEFUL

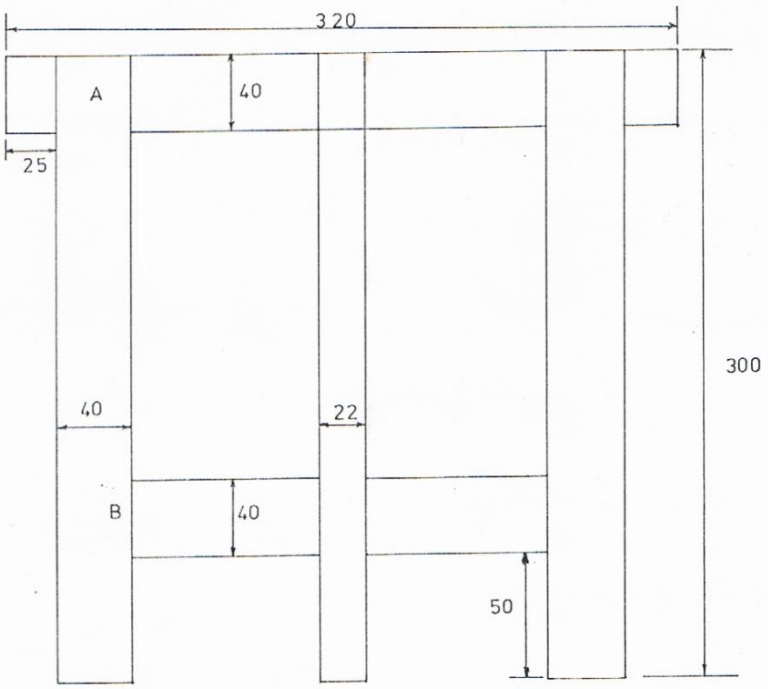
PLANT STAND

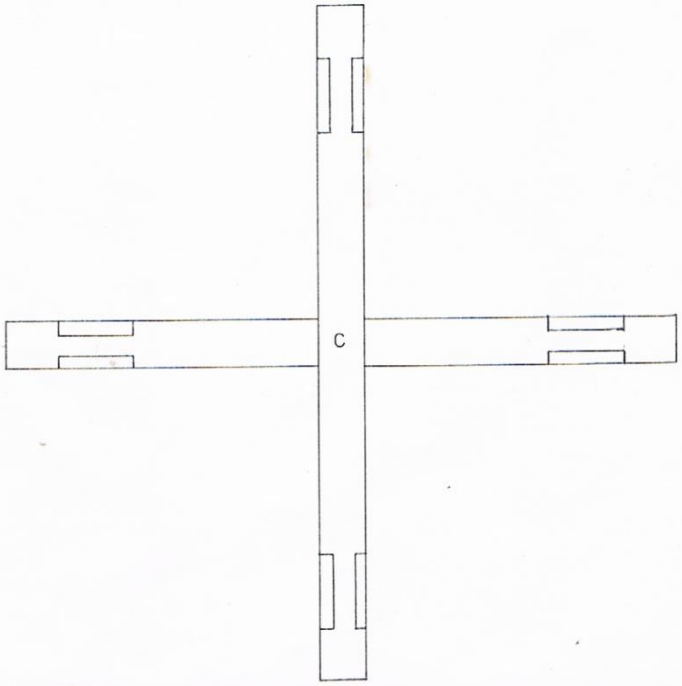
This example may be used for year 3 Term 1 Activity 2

NB. This is an example. All marks are not cast in stone. Adapt the rubric to suit your needs.

MARKING RUBRIC

Names	Planing of timber	Sawing of timber to size	Marking out of the half lapped joints	Making of the half lapped joints	Marking out of the bridle joints	Making of the bridle joints	Marking out of the mortise and Tenon joints	Making of the mortise and tenon joints	Fixing of the table top	Finishing off of the stand	Squareness	Application of varnish	Total
	30	50	20	20	20	30	50	30	20	50	20	30	400





Die potplantstaander het 'n ronde blad van Ø 360 mm

The potplant stand has a round top of Ø 360 mm

Annexure c

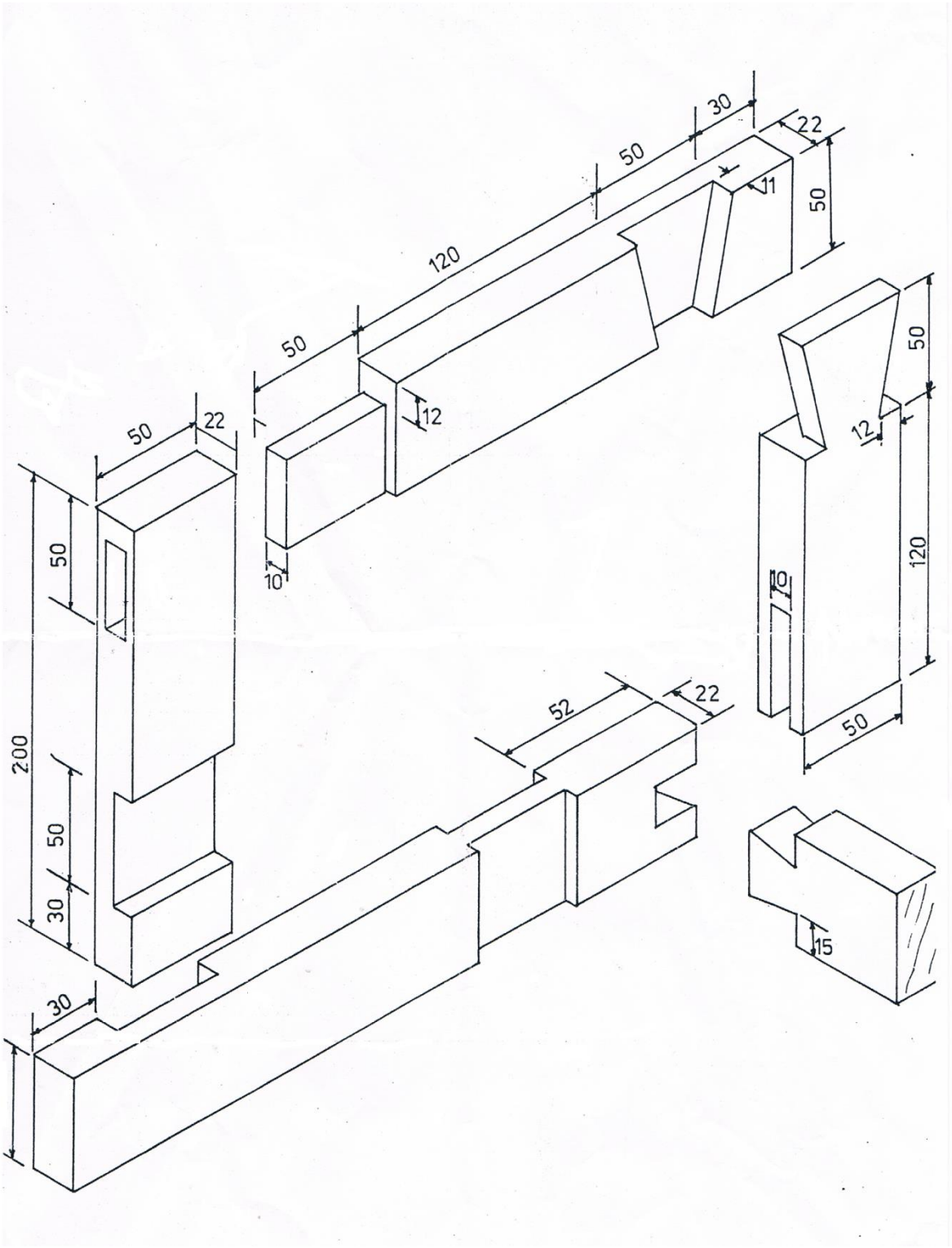
This example may be used for year 2 term 3 activity 1

Supply the learners with timber cut to the correct size

NB. This is an example. All marks are not cast in stone. Adapt the rubric to suit your needs.

MARKING RUBRIC

Names	Marking out of through mortise joint	Marking out of cross halving joint	Marking out of bridle joint	Marking out of half lapped dovetail joint	Marking out of single through dovetail joint	Making out of through mortise joint	Making out of cross halving joint	Making out of bridle joint	Making out of half lapped dovetail joint	Making out of through mortise joint	Total
	20	20	20	20	20	50	50	50	50	50	350


30
22
50
11
50
120
50
12
50
22
50
10
50
12
120
10
200
50
30
52
22
50
30
15

Annexure D

Example of a rubric for formwork: This rubric can be adapted for any other project. This rubric is taken from the following document of the Department of Education: **NATIONAL CERTIFICATE (VOCATIONAL) NQF LEVEL 2, CONCRETE STRUCTURES 2009**

NB. This is an example. Adapt the rubric to suit your needs.

Evaluation Criteria		**Outstanding 9-10 marks** 80 - 100 %	**Highly Competent 7-8 marks** 70 - 79%	**Competent 5-6 marks** 50 - 69 %	**Not Yet Competent 3-4 marks** 40 - 49%	**Not Achieved 1-2 marks** 0 - 39%	**Outcomes Achieved**		
							Yes	**No**	**Rating**
1	**Interpret the given drawing and / or specification.**	Has an outstanding understanding and interpretation of drawing and / or specification.	Correct understanding and interpretation of drawing and/or specification.	Understands and interprets drawing and/or specification.	Cannot interpret the drawing /or specification.	Does not understand and cannot interpret drawing and / or specification			
2	**Correct selection of material.**	Knows all the correct material required.	Correctly selects material without assistance.	Correctly selects material with assistance.	Could not identify the correct materials.	Selected the wrong materials.			

3	**Setting out of formwork**	Column is correctly set out from a concrete base and is from x-x and y-y grid lines.	Setting out procedures of a rectangular column are adhered to.	Setting out procedures are adhered to with assistance.	Setting out of a rectangular column is not from x-x and y-y grid lines.	Cannot set out rectangular column as per specification.			
4.	**Construction of formwork**	Formwork correctly constructed from the centre line as per specification.	Formwork correctly constructed.	Formwork constructed with assistance.	Formwork not correctly constructed and is not 2m from the centre line	Cannot construct rectangular formwork for the column			
5.	**Practical knowledge and application skills.**	Mastered the required skills extremely well and used them in all contexts.	Mastered the required skill well and used them in most contexts.	Mastered the required skill.	Demonstrates the basic ability to apply skills in the given context.	Lacks basic ability to apply skills in the context			
6.	**Safety practices**	Displays excellent safety practice skills and precautionary measures in all the given tasks.	Good safety practice skills displayed and adheres to most of the precautionary measures in the given tasks.	Safety practice skills displayed and adheres to the precautionary measures in certain tasks.	Occasionally displays limited safety practices skills and precautionary measures in some of the given tasks.	Rarely if ever, are safety practices skills and precautionary measures displayed in the given tasks.			

	TOTAL MARKS FOR THE ISAT TASK: (6X10)	**/60**

Reference

- Building Construction and Graphic Standards – André Grobbelaar
- N1 Woodworker's Theory and Practise Hands-On! – Eay Ebrahim
- Woodworking Technology – Hammond, Donnelly, Harrod, Rayner
- 'n Eerste Kursus in Houtwerk – Franzsen, Wessels
- Houtwerk: Tekene en Tegnologie vir Junior Sekkondêre standerds 6 & 7 – C.G. Jordaan, N.J. Range, W.H. van der Westhuizen
- Houtwerk: Tekene en Tegnologie vir Senior Sekkondêre standerds 8,9&10 – C.G. Jordaan, N.J. Range, W.H. van der Westhuizen