

*National Curriculum Statement (NCS)*

*Curriculum and Assessment  
Policy Statement*



**ABRIDGED SECTION 4: GRADE 10-11**





***ABRIDGED SECTION 4:***

**FET GRADE 10-11 CAPS  
AMENDMENTS**

**Implementation Date:  
January 2020**

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# SECTION A: ABRIDGED CAPS SECTION 4 AMENDMENTS

## 1. Introduction

The National Curriculum Statement, Grades R-12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- The Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12*; and
- The National Protocol for Assessment.

A number of concerns were received from teachers, subject specialists, parents and education stakeholders about the **challenges** in the **implementation** of the Curriculum and Assessment Policy Statements (CAPS) in many subjects across the grades with regards to:

- **curriculum/assessment overload** and poor **curriculum coverage**;
- poor **quality** of formal **assessment tasks**;
- lack of guidance on the use of **cognitive levels**;
- omissions on the **forms of assessment**; and **weighting** of assessment with regards to **time and marks**
- The need to create **more time for teaching and formative assessment**;
- The **number of tasks based** on the **need** to make valid and reliable judgments about learning outcomes;
- Shift from **disconnected** 'tagged on' assessments to **credible assessment** tasks;
- The **nature of the subject and Grade** used to determine the required number of assessment tasks; and
- To **reduce dominance** by any single type or mode, e.g.: Tests, Projects, Assignments, Case Studies, Simulations etc.

The Department of Basic Education has considered the concerns and has agreed to undertake a holistic review of the CAPS documents to enhance the effectiveness of the curriculum. However, a curriculum strengthening process is lengthy and includes strict policy processes. To urgently address the most pressing needs and provide interim relief to teachers whilst supporting effective curriculum implementation, transitional arrangements have been approved whilst allowing the rigorous process of strengthening the CAPS to take place.

The DBE developed an abridged version of Section 4 of the CAPS, focusing mainly on the reduction of formal assessment tasks across most subjects.

## 2. Purpose

This document presents an abridged version of Section 4 of the CAPS document. It specifically provides the interim changes made to the programme of assessment for subjects in Grades 10 and 11, for implementation in January 2020. The changes were made to relieve teachers from the burden of overload regarding the number of assessment tasks, thus, improving the focus on teaching and learning. The revisions in some subjects also include guidance regarding cognitive demands and types of assessment.

The reduction of tasks in the FET phase varies from subject to subject and grade to grade based on the individual nature of the subject. There was no reduction of tasks in Life Orientation, Mathematics, Technical Mathematics and Technology Subjects. In all the other subjects the reduction varies from 1 – 4 tasks per subject.

Engineering Graphics and Design, Mathematics and Technical Mathematics are not included in this booklet, as there are no changes effected to the existing number of tasks in the CAPS of the identified subjects.

### 3. Outline

The following subjects are included in this document and grouped according to Subject Fields.

<b>Subject Field</b>	<b>Subjects included</b>	<b>Subjects not included</b>
1. Agricultural and Nature Conservation	Agricultural Sciences Agricultural Management Practices Agricultural Technology	
2. Arts and Culture	Dance Studies Design Dramatic Arts Music Visual Arts	
3. Business, Commerce and Management Studies	Accounting Business Studies Economics	
4. Communication Studies and Language	Home Languages First Additional Languages Second Additional Languages	
5. Manufacturing, Engineering and Technology	Civil Technology Electrical Technology Mechanical Technology	Engineering Graphics and Design
6. Human and Social Sciences	Geography History Life Orientation Religion Studies	
7. Physical, Mathematical, Computer and Life Sciences	Physical Sciences Technical Sciences Mathematical Literacy Life Sciences	Mathematics Technical mathematics
8. Services	Consumer Studies Hospitality Tourism	

### 4. Conclusion

The amendments contained in this booklet must be read in conjunction with the relevant Curriculum and Assessment Policy Statements for the identified subjects in the FET Band.

## SECTION B: SUBJECT SPECIFIC AMENDMENTS

### 1. Agricultural and Nature Conservation

#### 1.1 Agricultural Sciences

*Note: Refer to Section 4 of the CAPS*

##### 4.3.1 Formal Assessment tasks

###### Practical investigation (Grades 10 - 12)

The purpose and focus of a practical investigation is to develop and assess a learner's science investigative skills. Practical investigations can take the form of hands-on activities or hypothesis testing. To be able to assess and develop these different skills, learners must be given multiple opportunities to execute all the possible practical investigations in groups, individually or as a teacher / learner demonstration. At least one practical investigation must be assessed formally and recorded in Grades 10 -12.

In a practical investigation, Agricultural Sciences learners will be assessed on their ability to cope with the following skills:

Skills relevant to a Practical investigation:

Skills	Elaboration
Follow instructions	
Making accurate observations	<ul style="list-style-type: none"><li>• Matching of objects or processes or items which are similar and identifying differences</li><li>• Describing objects</li><li>• Describing processes</li><li>• Identifying differences and similarities in diagrams, objects, words and data</li><li>• Identifying problems</li><li>• Classifying an object or process from given information</li><li>• Observing features and differences in given situations with minimal information</li></ul>
Work safely	<ul style="list-style-type: none"><li>• Taking precautions</li></ul>
Manipulate and use apparatus effectively	<ul style="list-style-type: none"><li>• Assembling common apparatus</li><li>• Handling equipment, apparatus and chemicals</li></ul>
Measure accurately	<ul style="list-style-type: none"><li>• Reading linear and two-dimensional scales</li><li>• Scaling</li><li>• Measuring out quantities</li><li>• Making valid measurements of variables, repeating measurements to obtain an average where necessary in all quantitative work</li><li>• Recognizing, or supply the correct units for common measurements</li><li>• Counting systematically</li></ul>
Handling materials appropriately	<ul style="list-style-type: none"><li>• Preparing materials and staining slides</li><li>• Handling materials</li></ul>
Gather data.	<ul style="list-style-type: none"><li>• Collecting data</li></ul>

Record data appropriately drawings, graphs, etc.	<ul style="list-style-type: none"> <li>• Collecting and organising data in: <ul style="list-style-type: none"> <li>- Diagrams;</li> <li>- Tables; and</li> <li>- Graphs.</li> </ul> </li> <li>• Constructing a pie chart, line graph, histogram or bar chart as suited to the data, choosing suitable axes and scales</li> </ul>
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Learners should be given enough contact time to conduct a practical investigation and obtain results. Learners should use non-contact time to prepare for the practical investigation and to write it up.

### **Research project / task (Grades 10 and 11)**

A maximum of three weeks of non-contact time should be spent on a research project or task. Contact time should be built in for guidance, tracking progress and support and such time will be determined by the situation at hand. A minimum of 80 marks should be awarded for a research project. This mark will be converted to a total mark of 25% for recording purposes in the term.

#### **For assessment, the following tools are appropriate and should be used:**

The assessment instrument should be a task that is appropriate to the content covered in the term. The assessment tools should be a holistically weighted rubric or checklist that is designed for each item in the write up for the research project or task. The assessment criteria should be made available to the learners before the task is administered.

The research project or task may be given to learners individually, in pairs or in groups not larger than four. Tasks may include a model and/or display or a practical investigation, but must be accompanied by a written presentation.

When designing a research task Agricultural Sciences teachers must ensure that:

- It is an investigative task;
- It addresses all the relevant content;
- It is a long-term task;
- Detailed guidelines are provided and where appropriate relevant resources should be made known and/or provided to learners; and
- It focuses on the accessing of knowledge through literature research and primary sources such as people, texts, etc.

### **Assignments (Grade 10 - 11)**

An assignment is a short task of 1 to 1½ hours and includes activities such as translation activities, analysis and interpretations of data, and drawing and justifying of conclusions. It could further include an activity that the learners do that simulates an agricultural activity or action.

This could include the building of models, computer simulations, planning documents, data gathered from experiments, etc. That are based on a specific agricultural activity.

The forms of assessment used should be age and developmental level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

Formal assessments must cater for a range of cognitive levels and abilities of learners as shown below:

Cognitive levels	Percentage
Knowledge	40
Comprehension and Application	40
Analysis, evaluation and synthesis	20

### Programme of Assessment

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

#### 4.4.1 Grades 10 and 11

Formal assessment: Grades 10 and 11 (6 tasks)			
Term 1	Term 2	Term 3	Term 4: Promotion mark
Task based assessment 1: 25%	Task based assessment 2: 25%	Control test 2: 100%	<b>SBA: Weighting</b>
Control test 1: 75%	Mid-year examination: 75%		<b>Task Based assessment:</b>
			Task based 1: 20
			Task based 2: 20
			<b>Test based assessment:</b>
			Control test 1: 15
			June examination: 30
			Control test 2: 15
			<b>Total: 100</b>
			<b>Final Examination:</b>
			<b>Total: 300</b>
<b>100</b>	<b>100</b>	<b>100</b>	<b>Total progression mark: 400</b>

Program of Assessment (Grades 10 & 11)						
Assessment Tasks						
	SBA					End-of-year assessment
Percentage allocated	25%					75%
Forms of assessment	Practical investigation	Research project/ Assignment	Controlled tests		Mid-year examinations	November examinations
Number of pieces	1	1	2		1	Paper 1 Paper 2
Marks	20	20	15	15	30	150    150
Sub totals	100					300
Grand Total	400					

#### 4.4.3 Tests/Quarter-ending tests and Examinations

- 1 A test in the programme of assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content and should be set for 60-90 minutes.
- 2 The marks should be 75-100 considering the volume of the content covered and the time available.
- 3 Each task, test and examination must cater for a range of cognitive levels and abilities of learners. The following is used as a guide to compile tasks and examination questions encompassing the different cognitive levels:

Cognitive Levels	Percentage
Knowledge	40
Comprehension and Application	40
Analysis, evaluation and synthesis	20

#### The verbs used in examinations/ test questions

Verb	Explanation
Analyse	Separate, examine and interpret
Calculate	This means a numerical answer is required – in general, you should show your working, especially where two or more steps are involved
Classify	Group things based on common characteristics
Compare	Point out or show both similarities and differences between things, concepts or phenomena
Define	Give a clear meaning
Describe	State in words (using diagrams where appropriate) the main points of a structure/process/phenomenon/investigation
Determine	To calculate something, or to discover the answer by examining evidence
Differentiate	Use differences to qualify categories
Discuss	Consider all information and reach a conclusion
Explain	Make clear; interpret and spell out
Identify	Name the essential characteristics
Label	Identify on a diagram or drawing
List	Write a list of items, with no additional detail
Mention	Refer to relevant points
Name	Give the name (proper noun) of something
State	Write down information without discussion
Suggest	Offer an explanation or a solution
Tabulate	Draw a table and indicate the answers as direct pairs

#### 4.4.4 Degrees of difficulty for examinations/test questions

**Other factors besides the type of cognitive demand affect the degree of difficulty of examination/test questions.**

We know this because questions that align to a cognitive demand are not always as difficult as other questions that align to the same cognitive demand. For example:

- a recall question that asks students to recall an abstract theory, or complex content is often much more difficult to accomplish than one which asks candidates to recall a simple fact (i.e. differences in content difficulty).
- a question that requires recalling an ordered sequence of events and which entails writing a few sentences is generally easier than one which involves the same type of cognitive demand but entails writing a whole essay (i.e. differences in 'writing difficulty').

- literal comprehension of source material comprising a simple contemporary magazine article is generally easier than literal comprehension of a classical work because of differences in the content, vocabulary, sentence and organisational structure, register, diction, literary techniques, abstractness of ideas and imagery, and background knowledge required (i.e. differences in 'reading difficulty').

**In addition** to identifying the **type of cognitive demand** made in each examination/test question, examiners are asked to use their knowledge of the subject, their experience of teaching it and marking and/or moderation experience to make judgments about whether each examination/test question is easy, moderately difficult, difficult, or very difficult for the average learner in the grade.

To judge the level of difficulty of each examination/test question, you need to consider both the demands that each question makes on the cognitive schema of an average learner and the intrinsic difficulty of the question or task. To make this judgment, you need to identify where the difficulty or ease in a question resides.

1	2	3
<b>Easy</b> for the average learner to answer.	<b>Moderately</b> challenging for the average learner to answer.	<b>Difficult</b> for the average learner to answer.

**No weightings** are allocated to the degrees of difficulty. Examiners should analyse the items in their papers to ensure the paper is **not too easy** or **too difficult** even if the cognitive demand of the paper is according to the standard.

#### 4.4.5 Examinations: End-of-year examination (format/structure)

##### Grade 10

##### Paper: 1

Duration: 2.5 Hours			
<b>Content</b>	Section: A	Section: B	Total Marks
Agro-ecology	Question 1	Questions 2-4	
Agri-industry	45	105 (35 marks/question)	150
Animal Studies			

##### Grade 10

##### Paper: 2

Duration: 2.5 Hours			
<b>Content</b>	Section: A	Section: B	Total Marks
Soil Science	Question 1	Questions 2-4	
Plant Studies	45	105 (35 marks/question)	150
Optimal Resource Utilization			
Biological concepts			

**Grade 11****Paper: 1**

Duration: 2.5 Hours			
<b>Content</b>	Section: A	Section: B	Total Marks
Basic Agricultural Chemistry	Question 1	Questions 2-4	
Soil Science	45	105 (35 marks/question)	150

**Grade 11****Paper: 2**

Duration: 2.5 Hours			
<b>Content</b>	Section: A	Section: B	Total Marks
Plant Studies	Question 1	Questions 2-4	
Optimal Resource Utilization	45	105 (35 marks/question)	150

**4.8 Annexure****Grade 10**

A comprehensive research/ practical investigation on climate and the impact of global warming on agriculture in South Africa, the formation of biomes and the influence on food security.

**Grade 11**

A comprehensive research/ practical assignment on Soil Science: Soil texture, structure and plant nutrients.

## 1.2 Agricultural Management Practices

Formal assessments must cater for a range of cognitive levels and abilities of learners as shown below.

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

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

## 1.2.1 Degrees of difficulty for examinations/test questions

**Other factors besides the type of cognitive demand affect the degree of difficulty of examination/test questions.**

We know this because questions that align to a particular type of cognitive demand are not always as difficult as other questions that align to the same cognitive demand. For example:

- a recall question that asks students to recall an abstract theory, or complex content is often much more difficult to accomplish than one which asks candidates to recall a simple fact (i.e. differences in content difficulty).
- a question that requires recalling an ordered sequence of events and which entails writing a few sentences is generally easier than one which involves the same type of cognitive demand but entails writing a whole essay (i.e. differences in 'writing difficulty').
- literal comprehension of source material comprising a simple contemporary magazine article is generally easier than literal comprehension of a classical work because of differences in the content, vocabulary, sentence and organisational structure, register, diction, literary techniques, abstractness of ideas and imagery, and background knowledge required (i.e. differences in 'reading difficulty').

**In addition** to identifying the **type of cognitive demand** made in each examination/test question, examiners are asked to use their knowledge of the subject, their experience of teaching it and marking and/or moderation experience to make judgments about whether each examination/test question is easy, moderately difficult, difficult, or very difficult for the average learner in the grade.

To judge the level of difficulty of each examination/test question, you need to consider both the demands that each question makes on the cognitive schema of an average learner and the intrinsic difficulty of the question or task. To make this judgment, you need to identify where the difficulty or ease in a particular question resides.

<b>1</b>	<b>2</b>	<b>3</b>
<b>Easy</b> for the average learner to answer.	<b>Moderately</b> challenging for the average learner to answer.	<b>Difficult</b> for the average learner to answer.

**Weightings** are allocated to the degrees of difficulty. Examiners should analyse the items in their papers to ensure the paper is **not too easy** or **too difficult** even if the cognitive demand of the paper is according to the standard.

### **Programme of Assessment**

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

#### 4.4.2 Grades 10 and 11

##### Formal assessment: Grades 10 and 11 (Six tasks)

Term 1		Term 2		Term 3		Term 4: Promotion Mark
(1)	Assignment 25%	(3)	Mid-year examination	(4)	Control test 100%	<b>SBA</b>
(2)	Control test 75%	.	100 %	.		Term 1:100 Term 2:100 Term 3:100
						<b>Total SBA: 300÷12=25</b>
						<b>(5) PAT</b>
						Management Overview: 20 Practical Activities: 50 Management Test: 20 Time Register: 10 <b>Total PAT: 100÷4= 25</b>
						<b>(6) Examination</b> <b>Total: 200÷4= 50</b>
<b>100</b>		<b>100</b>		<b>100</b>		<b>Final mark: 100</b>

#### 4.4.3 Assignments Tasks

Grade 10 and 11 each have a minimum of 1 assignment in term 1

Grade 10		Grade 11	
Assignments could be designed from the following content:		Assignments could be designed from the following content:	
•	crop production	•	crop management;
•	crop management	•	soil and water management;
•	soil and water management	•	animal production;
•	animal production	•	animal management
•	management.	•	fertiliser management and application.

Assignments should include both the planning and application of agricultural management skills. These assignments are based on activities (such as research, investigations and projects) and should focus on the particular crop and animal production enterprises that are practiced at a school (e.g. viticulture, livestock production and the manufacturing of dairy products etc.).

#### 4.4.4 Control Tests

- A test in the programme of assessment is not made up of several smaller tests. Each test should cover a substantial amount of content and should be set for 60-90 minutes each and a mark allocation of count a minimum of 75-100 marks.
- A test should include management principles and practices, concepts, processes, technology, systems, production principles, equipment and safety procedures that are relevant to various production enterprises.
- Each task, test and examination should cater for a range of cognitive levels and abilities of learners.

## 4.4.5 Examinations

### General requirements of examination papers

Examination papers should consist of:

#### 1 Shorter questions

This is normally section A or question one of the examination. Short questions should be set to have one or two marks per question.

The different types of short questions are:

- multiple-choice questions
- matching type (column A and column B) questions
- one word/term questions
- true or false questions / change statement to make it true.

#### 2 Longer questions

This is normally section B, from question two onwards, and should consist of various types of questions on different sections of the content that are linked to the production enterprises in each agri-ecological region that assesses different skills. Each question should be subdivided and can include different types of questions. The following are examples:

- questions with short answers (even one word);
- questions with longer answers (one sentence to one or more paragraphs); and
- drawings of graphs, tables, diagrams, etc.

### Grade 10 and Grade 11 examinations

The mid-year and end-of-year examinations for Grades 10 and 11 should consist of one paper. All the questions are compulsory

	<b>Grade</b>	<b>Mid-year examination</b>	<b>End-of-year examination</b>
<b>Duration</b>	10	2½ hours	3 hours
	11	2½ hours	3 hours
<b>Marks</b>	10	150	200
	11	150	200

## Grade 10 Examinations

<b>Duration of Paper: 3 hours</b>			
<b>Production Enterprise</b>	<b>Shorter Questions</b>	<b>Longer Questions</b>	<b>Total Marks</b>
Section A	50		50
Section B		3 × 50 marks	150
<b>Total Marks</b>	<b>50</b>	<b>150</b>	<b>200</b>

## Grade 11 Examinations

<b>Duration of Paper 3 hours</b>			
<b>Production enterprise</b>	<b>Shorter questions</b>	<b>Longer questions</b>	<b>Total marks</b>
Section A	50		50
Section B (3 questions)		3 × 50 marks	150
<b>Total Marks</b>	<b>50</b>	<b>150</b>	<b>200</b>

### 4.4.6 Practical Assessment Task of Agricultural Management Practices (PAT)

- 1 The aim of the Practical Assessment Task for Agricultural Management Practices is to assess the management, entrepreneurial, research, marketing, operational and technical skills of learners in the production enterprises to which they are exposed. The context in which the subject is offered includes a wide range of different production systems, production enterprises, management approaches and ecological differences between the different regions of the country.
- 2 The PAT has to allow for this wide range of possible approaches and applications. PAT guidelines should therefore be provided to help in standardising the wide variety of possibilities - which is possible in the subject Agricultural Management Practices.
- 3 The PAT will show progression in complexity, content and context from Grade 10 to Grade 12.
- 4 The PAT (Grades 10 -12) consists of the following components:
  - A Management overview (production planning) of an enterprise at a school;
  - Relevant practical tasks, which are comprehensively assessed(internally or externally)
  - Management test (case studies/scenario's and content in management overview and practical's);
  - Journal of hours/time spent in a practical situation or production enterprise.

#### 4.4.7 Final mark

The final mark of the PAT is linked to the following domains:

<b>Domain</b>	<b>Mark</b>
Management aspects (affective domain)	40
Practical activities (psychomotor domain and cognitive domain)	60
<b>Total Marks</b>	<b>100</b>

The assessment tool for this activity can be a checklist or a rubric.

## 1.3 Agricultural Technology

*Note: Refer to Section 4 of the CAPS*

The assessment tasks in Grades 10 and 11 comprise of SIX tasks. Four tasks are completed during the school year (SBA - 25%). The fifth assessment task is the (PAT - 25%). The sixth task is the end-of-year assessment task or written theory paper (Nov - 50%). Together it makes up the promotional mark. All tasks are set and marked internally and moderated externally.

The forms of assessment used should be age and developmental level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

### 4.3 Cognitive levels

Formal assessments must cater for a range of cognitive levels and abilities of learners as shown below.

Categories of complexity	Description of categories	Some examples	Weighting
Remembering	Recalling information	Recognizing, listing, describing, retrieving, naming, finding, give labels and state or identify functions, processes, mechanisms, etc.	± 40%
Understanding and application	Using information in another familiar situation. Explain ideas or concepts.	Implementing, carrying out, using, executing, interpreting, summarizing, paraphrasing, classifying and explaining processes, mechanisms; make direct deductions from data given; do calculations, Interpreting data; explaining adaptations or environmental factors influencing effectiveness; draw flow charts or mind maps to illustrate processes or mechanisms; constructing tables and graphs to organize and present data; drawing sketches to investigate concepts; communicate findings and applying formula.	± 40%
Creating, evaluation and analysing	Generating new ideas. Justifying a decision or course of action. Breaking information into parts to explore understandings and relationships.	Designing, constructing, planning, producing, inventing, checking, hypothesizing, critiquing, experimenting, judging, comparing organizing, deconstructing, interrogating and finding	±20%
<b>TOTAL</b>			<b>100%</b>

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

#### 4.3.1 Degrees of difficulty for examinations/test questions

Other factors besides the cognitive demand affect the degree of difficulty of examination/test questions. We know this because questions that align to a particular type of cognitive demand are not always as difficult as other questions that align to the same cognitive demand.

For example:

\* a recall question that asks students to recall an abstract theory, or complex content is often much more difficult to accomplish than one which asks candidates to recall a simple fact (i.e. differences in content difficulty).

\* a question that requires recalling an ordered sequence of events and which entails writing a few sentences is generally easier than one which involves the same type of cognitive demand but entails writing a whole essay (i.e. differences in 'writing difficulty').

\* literal comprehension of source material comprising a simple contemporary magazine article is generally easier than literal comprehension of a classical work because of differences in the content, vocabulary, sentence and organisational structure, register, diction, literary techniques, abstractness of ideas and imagery, and background knowledge required (i.e. differences in 'reading difficulty').

In addition to identifying the type of cognitive demand made in each examination/test question, examiners are asked to use their knowledge of the subject, their experience of teaching it and marking and/or moderation experience to make judgments about whether each examination/test question is easy, moderately or difficult for the average learner in the grade.

To judge the level of difficulty of each examination/test question, you need to consider both the demands that each question makes on the cognitive schema of an average learner and the intrinsic difficulty of the question or task. To make this judgment, you need to identify where the difficulty or ease in a particular question resides.

1	2	3
<b>Easy for the average learner to answer.</b>	<b>Moderately challenging for the average learner to answer.</b>	<b>Difficult for the average learner to answer.</b>

The skills and knowledge required to answer the question allows for level 7 learners (extremely high-achieving/ability learners) to be discriminated from other high ability/proficiency learners.

No weightings are allocated to the degrees of difficulty. Examiners should analyse the items in their papers to ensure the paper is not too easy or too difficult even if the cognitive demand of the paper is according to the standard.

## 4.4 Programme of Assessment

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

### 4.4.1 Assessments in Grade 10 and 11

#### Programme of assessment in Grade 10 and 11

Formal Assessment: Grades 10 and 11 (Six Tasks)			
Term 1	Term 2	Term 3	Term 4: Promotion mark
1. Research task - 25% 2. Control test 1 - 75%	3. June Examination - 100%	4. Control test 2 - 100%	<b>SBA</b> Term 1 – 100 Term 2 – 100 Term 3 – 100 <b>Total – 300/12=25%</b> <b>5. PAT</b> Design – 25 Construction process– 50 Final product – 25 <b>Total – 100/4=25%</b> <b>6. Final Examination Total</b> <b>200/4=50%</b>
<b>100</b>	<b>100</b>	<b>100</b>	<b>Final promotion mark: 100%</b>

#### Examples of Assessment tasks in Agricultural Technology

##### Tests

The tests in Agricultural Technology must be substantive in terms of time and marks. Tests should include the theory of the technological process, principles and concepts and the application thereof in the production of product(s)/ artefact(s).

##### Research task

This task should be based on activities such as research, projects, simulations, modelling, fabrication, manufacturing and demonstration and should focus on a variety of technological themes relating to an agricultural context. Tasks such as simulations put theoretical knowledge to practical use and usually do not require conclusions to be made, for example to weld an overlap joint. Therefore, simulations will not include elaborate worksheets and conclusions but should rather generate guidelines and criteria of what is required.

See Appendix 1 for examples of tasks at the end of the chapter.

## Grade 10

- Do research about a workshop safety plan or an evacuation plan
- Examine the effects of corrosion on mild steel

## Grade 11

- Do research about the different types of water pipes
- Cut or clean the thread of damaged bolts or nuts
- Service an engine

### PAT: Practical Assessment Task in Grade 10 and 11 (100 marks)

The Practical Assessment Task PAT in Grades 10 and 11 is internally set, assessed and moderated. The project is completed under controlled conditions and is assessed by means of a rubric.

The format and detail of the Practical Assessment Task is dealt with in section 4.4.3.

## Examination

The June- and final examination for Grades 10 and 11 should consist of one paper, six questions. The mark allocation of the mid-year paper is 150 marks and the end-of year paper is 200 marks for Grades 10 and 11. All questions are compulsory. The suggested duration of examination papers for Grades 10 and 11 are 3 hours for mid-year examination and 3 hours for the end-of-year examination. The examination papers should test the knowledge and skills covered in the Agricultural Technology. The format of the written examination paper must be similar to that found in Grade 12.

The following table suggests the outline for the written examination paper in Grades 10 and 11:

<b>Examination Guidelines for Agricultural Technology</b>			
General Remarks			
These guidelines are applicable to Grades 10-11 in Agricultural Technology.			
<b>Specifications</b>			
<b>One paper</b>			
	<b>Grade</b>	<b>June Examination</b>	<b>November Examination</b>
<b>Duration</b>	10	2.5 Hours	3 Hours
	11	2.5 Hours	3 Hours
<b>Marks</b>	10	150	200
	11	150	200
<ul style="list-style-type: none"><li>• all the questions have to be answered;</li><li>• sketches must be neat;</li><li>• all calculations and units must be indicated; and</li><li>• the questions will not necessarily count for the same marks, as each section of the work has a different weighting.</li></ul>			

<b>Question</b>	<b>Knowledge and Concepts Covered</b>	<b>Mark</b>
Q 1	Short questions	<b>40</b>
Q 2	Structural materials and related drawings, measurements and safety	<b>35</b>
Q 3	Electrical energy and related tools, materials and safety	<b>20</b>
Q 4	Skills and construction processes and related tools, materials, drawings, measurements and safety	<b>35</b>
Q 5	Tools, implements and equipment and related tools, materials, drawings, calibrations and safety	<b>40</b>
Q 6	Irrigation and water supply. Related tools, materials, drawings and measurements and communication	<b>30</b>
		<b>200</b>

## 2. Business, Commerce and Management Studies

### 2.1 Accounting

Note: Refer to Section 4 of the CAPS

#### Programme of Assessment Grades 10-11

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. The requirements (number and nature of tasks) for Accounting are indicated below:

#### Grade 10 Programme of Assessment

Assessment	Term 1		Term 2		Term 3		Term 4		Total
	Presentation	Test	Project	Midyear examination	Case study	Test	Year-mark	Final examination	
Marks *	50	100	50	One paper 2½ hours 200	50	100		Two papers 2-hours each 2 x 150 = 300	
Convert to mark out of:	10 (50 ÷ 5)	20 (100 ÷ 5)	20 (50 ÷ 2,5)	20 (200 ÷ 10)	10 (50 ÷ 5)	20 (100 ÷ 5)	100	300	400
Term weighting	25	75	25	75	25	75			

#### Grade 11 Programme of Assessment

Assessment	Term 1		Term 2		Term 3		Term 4		Total
	Written report	Test	Project	Midyear examination	Presentation	Test	Year-mark	Final examination	
Marks *	50	100	50	Two papers 2-hours each 2 x 150 = 300	50	100		Two papers 2-hours each 2 x 150 = 300	
Convert to mark out of:	10 (50 ÷ 5)	20 (100 ÷ 5)	20 (50 ÷ 2,5)	20 (300 ÷ 15)	10 (50 ÷ 5)	20 (100 ÷ 5)	100	300	400
Term weighting	25	75	25	75	25	75			

\* Marks indicate the minimum mark per formal assessment task except examinations

## 2.1.1 Other forms of assessment

Various types of tasks are explained below. For those which involve independent work by learners in their own time, teachers are advised to ensure that certain aspects are completed in class. Teacher supervision of these aspects will tend to ensure that learners work independently and that their progress is monitored

### Project

A project in each of the grades in the FET band is mandatory. Only one project per annum is recommended per grade. When preparing a project, consider the following minimum requirements:

- Learners should be given the necessary guidance prior to commencement of the project and their progress must be monitored.
- All criteria used to assess the project must be discussed with the learners.
- Generally, projects are given a longer period of time to complete as they involve some form of research, consolidating and choosing relevant information and preparing a written document as evidence.
- Often projects can pertain to some form of problem; and
- Research may form part of the project - the project is the evidence of the research conducted.
- Accounting skills may be developed through a project by incorporating use of accounting software programmes.

A suggestion is that projects are dealt with towards the end of a particular term (e.g. first term) for submission during the **next** term.

### Presentation

Presentations can be written or oral, but there must be evidence of the presentation. All criteria used to assess the presentation must be discussed with the learners prior to the commencement of the presentation. Where resources are available, the use of electronic presentations should be encouraged.

### Case Study

Learners are presented with a real-life situation, a problem or an incident related to the topic. They are expected to assume a particular role in articulating the position. They would draw on their own experience, the experience of peers or prior learning to interpret, analyse and solve a problem or problems.

Newspaper articles, magazine articles, and TV or radio presentations form excellent case studies. Learners have to read and/or listen, digest the information and then make informed decisions. Questions can range from lower order, e.g. direct quotes from the article, to higher order when they are asked to analyse comments or make suggestions.

Case studies are a very good way of keeping the subject up to date and relevant.

### Report

A report is generally the written evidence of a survey, analysis or investigation. Generally, this will be shorter than a project and it is specific to the topic, e.g. a business has come to you for advice on whether the business is experiencing liquidity problems. Often it implies consulting with an expert for advice on some problem - therefore it links very well with problem-solving.

## Tests

Two tests, written under **controlled** conditions, are prescribed for Grades 10 -11. These tests should adhere to the following:

- they must be completed by all classes in the same grade on the same day;
- all learners write the same test, which is completed under examination conditions;
- questions must comply with yearend examination standards;
- where there is more than one teacher, agreement must be reached on the scope, as well as the date and time of the test;
- duration of each of these tests should be one and half hours for 100 marks;
- tests should cover the different cognitive levels as in examinations. See table on cognitive levels below.

### 2.1.2 Examinations

*The following guidelines should be considered when constructing examinations:*

- Content

Content stipulated specifically for the grade	80%
Content stipulated in previous grades which impacts on assessment in subsequent grades	20%

- Cognitive levels: Refer to Bloom's revised taxonomy: Remembering, Understanding, Applying, Analysing, Evaluating and Creating

<b>Basic thinking skills</b> (e.g. factual recall, low level comprehension and low-level application)	30%
<b>Moderately high thinking skills</b> (e.g. more advanced application, interpretation and low-level analysis)	40%
<b>Higher-order thinking skills</b> (e.g. advanced analytical skills, evaluation and creative problem-solving)	30%

- Degrees of difficulty

Questions addressing identical cognitive levels may reflect different degrees of challenge to learners. For example, reconciling a debtors' control account with a list of individual debtors would be regarded as advanced Application. However, depending on the nature of the individual adjustments in this process, the question may be regarded as easy, moderate or difficult. The appropriate weighting is Easy 30: Moderate 40: Difficult 30.

At each cognitive level, different degrees of difficulty can apply. This applies to all three grades in the phase. Although assessing challenge is a very subjective process, it is necessary to analyse each aspect of an examination paper to ensure that a fair challenge is presented to learners. This analysis must be done independently by an examiner and a moderator so that differences of opinion can be identified in deciding whether refinements should be made to the paper.

Cognitive levels	Degrees of difficulty		
Basic thinking skills	EASY	MODERATE	DIFFICULT
Moderately high thinking skills	EASY	MODERATE	DIFFICULT
Higher-order thinking skills	EASY	MODERATE	DIFFICULT
<b>Overall difficulty weighting:</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

- Problem-solving

Approximately 10% to 15% of all examinations should address problem-solving questions using critical and creative thinking. These include the solving of real-life problems within the context of the Accounting curriculum.

These problem-solving questions must also cover a range of cognitive skills (lower, middle and higher order) to cater for all learners but within the context of the learners. For example, 'surface' problem-solving questions might involve recall or comprehension skills on familiar information while 'deep' problem-solving questions will generally involve creative solutions in new and unfamiliar scenarios falling within the ambit of the Accounting curriculum.

While analysis involving financial indicators can form very interesting problem-solving questions, the topic of problem solving goes a lot further and should be integrated into all aspects of the curriculum so that the learners develop the skills to apply the knowledge acquired.

Guidelines for 'deep' problem-solving questions are:

- Learners identify problems from Accounting information provided.
- Learners quote the relevant information to support their opinions on the problems.
- Learners provide valid and appropriate solutions.

### Midyear examinations

Below is an outline of the structure of the midyear examinations in each of the grades.

*In proportion to time devoted to each topic					
Implementation date		Paper	Time	Marks	Topics*
Grade 10	2018	One paper	2½ hours	200	As indicated in the ATP
Grade 11	2019	Paper 1	2 hours	150	Discipline 1
		Paper 2	2 hours	150	Discipline 2

**NB.: The two papers must be written on two separate days**

### Final examination

Grades 10 and 11 should write two papers each of 2-hours and 150 marks as a final examination.

\*In proportion to time devoted to each topic

Implementation date		Paper	Time	Marks	Topics*
Grade 10	2018	Paper 1	2 hours	150	Discipline 1
		Paper 2	2 hours	150	Discipline 2
Grade 11	2019	Paper 1	2 hours	150	Discipline 1
		Paper 2	2 hours	150	Discipline 2

**NB.: The two papers must be written on two separate days.**

### Formula sheet for financial indicators

A formula sheet will be provided to learners. However, the titles will not be provided for each formula. Interpretation of the indicators is of paramount importance. Teachers are advised to deter learners from adopting a rote-learning approach to the indicators, and rather to encourage them to understand the purpose and rationale of each financial indicator. This approach will enable learners to provide well-informed comments on the indicators in interpreting the financial information.

## 2.2 Business Studies

Note: Refer to Section 4 of the CAPS

### Programme of Assessment Grade 10-11

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. The requirements (number and nature of tasks) for Business Studies are indicated below.

#### The Programme of Assessment in Grade 10

GRADE 10									
	TERM 1		TERM 2			TERM 3		TERM 4	
Form of assessment	Case study	Control Test	Presentation	June examination		Project	Control Test	Final examination	
Tool(s) of assessment	Marking guideline	Marking guideline	Rubric and Marking guideline	Marking guideline		Rubric and Marking guideline	Marking guideline	Marking guideline	
Total marks	50	100	50	Paper 1	Paper 2	50	100	Paper 1	Paper 2
				100	100			150	150
Time allocation	2 Hrs	1,5 Hrs	1Hr	1.5 Hrs	1.5 Hrs	6 Weeks	1.5 Hrs	2 Hrs	2 Hrs
Date of completion	Week 8	Week 8	Week 6	Week 9 - 10		Week 8	Week 9	Week 10	
Content focus: Knowledge and skills	Market, Micro and Macro environment	Control test should cover 4 topics done as per the ATP for Term 1	At least 4 topics as per the ATP of Term 2	The June exam should cover all topics done as per the ATP for Term 1 & 2		At least 4 topics as per the ATP of Term 3	Control test should cover all topics done as per the ATP for Term 3	The final exam should cover all topics done for the year as per the ATP	

#### Weighting of formal assessment in Grade 10

	Term 1		Term 2			Term 3			Term 4		
Assessment	Case Study	Control Test	Presentation	June examination		Project	Control Test	Year mark	Final Exam		Total
Total marks	50	100	50	Paper 1	Paper 2	50	100		Paper 1	Paper 2	300
				100	100				150	150	
Per term weighting	25	75	25	37.5	37.5	25	75				
Per annum weighting	50/5 =10	100/5 =20	50/5 =10	100/10 =10	100/10 =10	50/2.5 =20	100/5 =20	100	300		400
Final Mark								25	75		100

Programme of assessment Grade 11

GRADE 11									
	TERM 1		TERM 2			TERM 3		TERM 4	
Form of assessment	Case study	Control Test	Presentation	June exam		Project	Control Test	Final examination	
Tool(s) of assessment	Marking guideline	Marking guideline	Rubric and Marking guideline	Marking guideline		Rubric and Marking guideline	Marking guideline	Marking guideline	
Total marks	50	100	50	Paper 1	Paper 2	50	100	Paper 1	Paper 2
				150	150			150	150
Time allocation	2 Hrs	1.5 Hrs	1Hr	2 Hrs	2 Hrs	6 Weeks	1.5 Hrs	2Hrs	2Hrs
Date of completion	Week 7	Week 9-10	Week 7	Week 9 - 10		Week 2	Week 7-8	Week 9-10	
Content focus: Knowledge and skills	At least 4 topics as per the ATP in Term 1	Control test should cover at least 5 topics as per the ATP for Term 1	At least 4 topics as per the ATP for Term 2	The June exam should cover all topics done as per the ATP for Term 1 & 2		Term 3 topics as per the ATP	Control test should cover 3 topics done as per the ATP for Term 3	The final exam should cover all topics done for the year as per the ATP	

**Weighting of formal assessment in Grade 11**

	Term 1		Term 2			Term 3			Term 4		
Assessment	Case Study	Control Test	Presentation	June examination		Project	Control Test	Year mark	Final Exam		Total
Total marks	50	100	50	P1	P2	50	100		Paper 1	Paper 2	300
				150	150				150	150	
Per term weighting	25	75	25	37.5	37.5	25	75		2Hrs	2Hrs	
Per annum weighting	50/5=10	100/5=20	50/5=10	150/15=10	150/15=10	50/2.5=20	100/5=20	100	300		400
Final Mark								25	75		100

## 2.2.1 Forms of assessment

In Business Studies, the following forms of assessment must be administered:

- Case study
- Presentation
- Project
- Controlled Test/s
- Examinations

### Terms of references for all tasks:

- The Programme of Assessment informs the type of assessment per term expected from learners
- Each formal assessment task must consist of only one assessment activity
- Each task must be completed by individual learners. (Group work is not allowed as it influences mark allocations as well and result in skewed SBA marks)
- A topic must be specified and clear instructions given to learners as guidance of what is expected when completing the task
- Questions must scaffold from lower cognitive levels to higher cognitive level questions where they are asked to analyse, comment and possibly make suggestions based on the topic and the case study given.
- All tasks must be administered under controlled conditions. Learners must collect information and bring it to the classroom where the teacher and learners can interact with the collected information to complete the task

### Case study

- Teachers must provide learners with the topics on which the case study will be based for assessment
- Learners to be given one week to collect resources on the topics
- The case study must be administered and completed within two hours under controlled conditions
- Case studies are a very good way of keeping the subject up to date and relevant
- Learners are presented with a real-life situation, a problem or an incident related to the topic
- Each formal assessment task must consist of only one assessment activity
- They should draw on their own experience or prior learning to interpret, analyse and solve a problem or set of problems and make suggestion/s and or recommendation/s to defend their arguments.
- Case studies may be taken from newspaper articles, magazine articles, video clips or radio recordings and all sources must be acknowledged.

### Controlled Tests

Two tests, written under **controlled** conditions, are prescribed for Grades 10 and 11. These control tests must adhere to the following:

- They must be completed by all classes in the same grade on the same day.
- Where there is more than one teacher, agreement must be reached on the scope as well as the date and time of the tests.
- All learners write the same test under examination conditions.

- The duration of each of these tests must be one and half hour for 100 marks.
- The two tests must be written in Terms 1 and 3.
- Tests must cover the different cognitive levels in examinations. See table on cognitive levels under Examinations in the following section.
- Tests must also include problem-solving questions.
- Tests must cover a range of integrated topics, as determined by the annual teaching plan work schedule and the assessment plan.
- Questions must comply with year-end examination standards.

### **Presentation**

- A presentation in Business Studies consists of the following components:
  - ✓ **Written (40) marks**
  - ✓ **Oral (10) marks**
  - ✓ **Total (50) marks**
- The presentation must be based on covered topics in term 2 according to the Annual Teaching Plan.
- A maximum of five (5) minutes must be allocated to the oral presentation per learner.
- A separate rubric must be used for both the written and oral part of the presentation.
- The rubric for the written presentation must be accompanied by a marking guideline.
- Evidence must be available of the oral mark allocated using a rubric.
- The rubric for the assessment of the written as well as for the oral part of the presentation must include the following aspects:
  - ✓ Criteria used to assess must be discussed with the learners prior to the commencement of the project.
  - ✓ Clear level descriptors, which represents the contents of the topic identified for assessment through specific criteria, must be used. (All levels from 0 – 5 must be included)
  - ✓ No clustering of levels is permitted, e.g. 0-1; 2-3 and 4-5
  - ✓ The depth of responses must be clear to allow a learner to obtain maximum marks.
  - ✓ Technical aspects required must also be set as criteria and to be clearly defined in the level descriptors.
- Descriptors should be clearly developed in both rubrics.
- Where e-learning resources are available, the use of electronic presentations should be encouraged and where e-learning resources are not available, posters and/or handout presentations are encouraged.
- **Project**
- The purpose of a research project is to develop the research, critical thinking and problem-solving skills of learners.
- Projects generally work well if they are structured around some form of problem and learners guided towards further research.
- Research will form part of the project – the project is the evidence of the research conducted.
- Projects must be given to learners towards the end of the second term for submission during the third term.

- A project is completed over a longer period of time, as they involve some form of research, consolidation and the choosing of relevant information to prepare a written document as evidence.
- Submission of the project is due within the second week of the third term.
- The control in the case of a project will be in the form of continuous monitoring of progress.
- All the criteria used in a rubric to assess the project must be discussed with the learners prior to them commencing with the project.
- A marking rubric must be used for the project and the following aspects are of importance:
  - ✓ Criteria used to assess must be discussed with the learners prior to the commencement of the project.
  - ✓ Clear level descriptors, which represents the contents of the topic identified for assessment through specific criteria, must be used. (All levels from 0 – 5 must be included)
  - ✓ No clustering of levels is permitted, e.g. 0-1; 2-3 and 4-5
  - ✓ The depth of responses must be clear to allow a learner to obtain maximum marks.
  - ✓ Technical aspects required must also be set as criteria and to be clearly defined in the level descriptors.

### 2.2.2 Examinations

*The following guidelines should be considered when constructing examinations:*

- Content

Content stipulated specifically for the grade	100%
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- Cognitive levels

Basic thinking skills (e.g. factual recall, low-level application and low-level comprehension)	30%
Moderately high thinking skills (e.g. more advanced application, interpretation and low-level analysis)	50%
Higher-order thinking skills (e.g. advanced analytical skills, synthesis and evaluation)	20%

- Problem solving

Approximately 10% of all examinations should address problem-solving questions using critical and creative thinking.

These include the solving of real-life problems within the context of the Business Studies curriculum.

These problem-solving questions must also cover a range of cognitive skills (lower, middle and higher order) to cater for all learners, but within the context of the learners.

## June examinations

Below is an outline of the structure of the June examination in each of the grades:

Grades	Paper/s	Time	Marks	Topics
Grade 10	1 and 2	1.5 Hrs each	100 marks each	As per Annual Teaching Plan per grade
Grade 11	1 and 2	2 Hrs each	150 marks each	

DDD

Distribution of marks per section

Exam Paper	Paper	Section A	Section B	Section C	Total
Grade 10	1	20	40	40	100
	2	20	40	40	100

Exam Paper	Paper	Section A	Section B	Section C	Total
Grade 11	1	30	80	40	150
	2	30	80	40	150

## End-of-year examinations

Grade 10-11 must two question papers consisting of 150 marks EACH and the duration must be 2 hours per question paper.

	Paper	Time	Marks	Business Environment	Business Venture	Business Role	Business Operation
Grade 10-11	1	2 Hrs	150	50%			50%
	2	Hrs	150		50%	50%	

## 2.3 Economics

Note: Refer to Section 4 of the CAPS

### Programme of assessment

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. The requirements (number and nature of tasks) for Economics are indicated below:

The Programme of Assessment in Grade 10

Assessment	TERM 1		TERM 2			TERM 3		TERM 4			
	Assignment	Controlled Test	Project	Mid-year Exam		Case Study	Controlled Test	Year mark	FINAL EXAMINATION		TOTAL
Total Marks	50	100	50	100 (P1)	100 (P2)	50	100		150 (P1)	150 (P2)	
TERM WEIGHTING	25%	75%	25%	37.5%	37.5%	25%	75%		300		400
WEIGHTINGS FOR FINAL REPORTING	10	20	20	10	10	10	20	100			

The Programme of Assessment in Grade 11

Assessment	TERM 1		TERM 2			TERM 3		TERM 4			
	Assignment	Controlled Test	Project	Mid-year Exam		Case Study	Controlled Test	Year mark	FINAL EXAMINATION		TOTAL
Total Marks	50	100	50	150 (P1)	150 (P2)	50	100		150 (P1)	150 (P2)	
TERM WEIGHTING	25%	75%	25%	37.5%	37.5%	25%	75%		300		400
WEIGHTINGS FOR FINAL REPORTING	10	20	20	10	10	10	20	100			

### 2.3.1 Other forms of assessment

#### Assignments

An assignment in economics at the FET phase is one of the formal assessment tasks which is classified as a non- test / examination task where learners are expected to complete it over a specific time period (e.g. 2 or 3 days). It gives learners an opportunity to apply the knowledge and skills in class to solve certain problems or economic issues.

The following should be adhered to:

- At least two sub- topics of macroeconomics must be covered (challenging sub- topics).

- A range of cognitive levels to be examined through different question techniques (E.g. short questions, data response items, shorter paragraphs, etc.)
- It must be accompanied by a marking guideline
- Mark allocation must be in line with examination guideline.
- Open ended questions must also have possible responses in the marking guideline.

### **Research Project**

A project in each of the grades is mandatory. Only one project per annum is recommended per grade. When preparing a project, consider the following minimum requirements:

- Learners should be given the necessary guidance prior to the commencement of the project and progress must be monitored.
- All criteria used to assess the project must be discussed with the learners (Rubric).
- The teacher must use the rubric in conjunction with the marking guideline.
- Generally, projects are given a longer period of time as they involve some form of research, consolidating and choosing relevant information and preparing a written document as evidence.
- Projects generally work well if they are structured around some form of problem.
- Research often forms part of the project - the project is the evidence of the research conducted. However sometimes projects involve the development of skills.
- The purpose of a research project is to develop the research, critical thinking and problem- solving skills of learners.
- Projects should ideally be given to learners towards the end of a particular term, e.g. the first term for submission during the **next** (second) term.

### **Case study**

- Case studies are a very good way of keeping the subject up to date and relevant.
- Learners are presented with a real-life situation, a problem or an incident related to the topic.
- They are expected to assume a particular role in articulating the position.
- They would draw on their own experience, the experience of peers or prior learning to interpret, analyse and solve the problem or problems.
- Data response items using newspaper articles, magazine articles, video clips, and TV or radio presentations form excellent case studies.
- Learners have to read and/or listen, digest the information and then make informed decisions.
- Questions can be from lower order - direct quotes from the article - to higher order when they are asked to analyse comments and possibly make suggestions.

### **Controlled test**

Two tests, written under **controlled** conditions, are prescribed for Grades 10-11. These tests should adhere to the following:

- They should be completed by all classes in the same grade on the same day.
- All learners write the same test, completed under examination conditions.
- Questions must comply with year-end examination standards.

- Where there is more than one teacher, agreement must be reached on the scope, as well as the date and time of the test.
- The duration of each of these tests should be at least one and a half hours for 100 marks.
- Tests should cover the different cognitive levels as in examinations. See table on cognitive levels under 'Examinations' in the section that follows.
- Tests should also include problem-solving questions.
- Tests should cover a range of integrated topics, as determined by the work schedule and assessment plan.
- The two controlled tests should be written in Terms 1 and 3 for Grade 10 and 11.

### 2.3.2 Examinations

***The following guidelines should be considered when constructing examinations:***

- Content

Content stipulated specifically for the grade 100%

- Cognitive levels

Basic thinking skills (e.g. factual recall, low-level application and low-level comprehension)	30%
middle-order thinking skills (e.g. more advanced application, interpretation and low-level analysis)	40%
higher-order thinking skills (e.g. advanced analytical skills, synthesis and evaluation)	30%

- *Problem solving*

Approximately 10% of all examinations should address problem-solving questions. These include the solving of real-life problems within the context of the Economics curriculum.

Problem-solving questions must also cover a range of cognitive skills (lower, middle and higher order) to cater for all learners but within the context of the learners.

While evaluation and analysis can form very interesting problem solving questions, the topic goes a lot further and should be integrated into all aspects of the curriculum so that the learners develop the skills to apply their knowledge acquired.

## Mid-year examinations

Below is an outline of the structure of the mid-year examinations in each of the grades:

Grades	Paper	Time	Marks	Topics
Grade 10	2	1½ hour	100	Paper 1: macroeconomics
Grade 11	2	2 hours	150	Paper 2: microeconomics

Exam Paper 1 and 2	Section a	Section B	Section C	Total
Grade 10	Compulsory 20 marks	Choose 1 from 2 questions 40 marks	Choose 1 from 2 questions 40 marks	100 marks each paper

## End-of-year examinations

All grades in the FET band should write 2 x 2-hour examination papers of 150 marks each as a final examination.

The following is an outline of how the topics should be covered in the end-of-year examinations:

	Paper	Time	Marks	Macroeconomics & Economic pursuits	Microeconomics & contemporary Economic issues
Grade 10-11	2	2 hours	150	25 % & 25 %	25% & 25 %

### 3. Communication Studies and Language

#### 3.1 First Additional Languages

Note: Refer to Section 4 of the CAPS

#### 4.4 Programme of Assessment

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

##### 4.4.1 Overview of requirements

The following tables provide an overview of the Programme of Assessment requirements for each term for First Additional Languages:

**Table 1: Overview of the Programme of Assessment requirements Grades 10-11**

Programme of Assessment			
Tasks per Term			End-of-year examinations
<b>Term 1:</b> 1 Written Test + 2 Tasks	<b>Term 2:</b> 2 Tasks + 1 Mid-year examination comprising: 2 Papers: Paper 1 – Language in context  Paper 2 – Literature	<b>Term 3:</b> 2 Tasks	<b>Term 4:</b> 1 Internal end-of-year examinations comprising: 3 Papers: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing + Paper 4 – Oral
<p><b>Term mark (Terms 1-3):</b></p> <ul style="list-style-type: none"> <li>• Each term, add totals for each task and convert to % for term mark.</li> </ul> <p><b>Promotion mark:</b></p> <ul style="list-style-type: none"> <li>• Add totals for tasks from term 1 to term 3, excluding oral marks, and convert to 25%,</li> <li>• Convert Paper 1 to 20%,</li> <li>• Convert Paper 2 to 17,5%,</li> <li>• Convert Paper 3 to 25%,</li> <li>• Add totals for oral tasks throughout the year and convert to 12,5% (Paper 4).</li> </ul>			

**Table 2: Programme of Assessment Grades 10-11**

Formal assessment tasks in Term 1		
Task 1	Task 2	Task 3
<p><b>*Oral (10 Marks)</b> Listening for comprehension</p>	<p><b>Writing: (50 marks)</b> Essay: Grade 10: Narrative/ descriptive/ discursive Grade 11: Narrative/ descriptive/ discursive/ argumentative/ reflective</p>	<p><b>**Test 1: (40 marks)</b>  <b>Language in context:</b> Comprehension and Summary</p>
Formal assessment tasks in Term 2		
Task 4	Task 5	Task 6
<p><b>*Oral: (20 marks)</b> Prepared speech</p>	<p><b>Literature: (35 marks)</b> Assignment</p>	<p><b>Mid-year examinations: (150 marks)</b> Paper 1 – Language in context (80 marks) – 2 hrs Paper 2 – Literature (70 marks) – 2,5 hrs</p>
Formal assessment tasks in Term 3		
Task 7	Task 8	
<p><b>*Oral: (20 marks)</b> Prepared reading aloud/ unprepared speech/ informal speaking in group</p>	<p><b>Writing: (30 marks)</b> Longer Transactional writing: Friendly/formal letters (request/ complaint/ application/ business) / formal and informal letters to the press/ curriculum vitae and covering letter/ obituary/ agenda and minutes of meeting / report/ review/ newspaper article/ magazine article/ dialogue/ interview/ email</p>	
<p><b>Evidence must be available of informal assessment of writing activities: essays, longer and shorter transactional texts in each term according to the requirements of the Teaching Plans.</b></p>		
Formal assessment tasks in Term 4		
Task 9		
<p><b>End-of-year examinations:</b> Paper 1 – Language in context (80) – 2 hrs Paper 2 – Literature (70) – 2,5 hrs Paper 3 – Writing (100) – 2,5 hrs Paper 4 – *Orals (50)</p> <p><b>*Oral:</b> Learners should do one prepared speech task (Task 4), one listening comprehension task (Task1) and one other (Task 7), e.g. prepared reading aloud/ unprepared speech/ informal speaking in group work during the year.</p> <p><b>**Test 1</b> could be set out of <b>40 marks</b> or, if more, should be <b>converted to 40 marks</b>. While the <i>Comprehension and Summary</i> combination is suggested, teachers are urged to design a combination of aspects that fit the character (test programme, time allocation, etc.) of the school.</p> <p>A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45-60 minutes, and should reflect the different cognitive levels as set out for exam papers.</p>		

## 3.2 Home Languages

Note: Refer to Section 4 of the CAPS

### 4.4 Programme of Assessment

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

#### 4.4.1 Overview of requirements

The following tables provide an overview of the Programme of Assessment requirements for each term for Home Languages:

**Table 1: Overview of the Programme of Assessment requirements Grades 10-11**

Programme of Assessment			
Tasks per Term			
Term 1:	Term 2:	Term 3:	Term 4:
1 Written Test + 3 Tasks	2 Tasks + 1 Mid-year examination comprising: 2 Papers: Paper 1 – Language in context Paper 2 – Literature	1 Literature Assignment + 1 Task	1 Internal end-of-year examinations comprising: 3 Papers: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing + Paper 4: Oral
<p><b>Term Mark (Terms 1-3):</b></p> <ul style="list-style-type: none"> <li>Each term, add totals and convert to % for term mark.</li> </ul> <p><b>Promotion Mark:</b></p> <ul style="list-style-type: none"> <li>Add totals for tasks from term 1 to term 3, excluding oral marks, and convert to 25%,</li> <li>Convert Paper 1 to 17,5%,</li> <li>Convert Paper 2 to 20%,</li> <li>Convert Paper 3 to 25%,</li> <li>Add totals for oral tasks throughout the year and convert to 12,5% (Paper 4).</li> </ul>			

**Table 2: Programme of Assessment Grades 10-11**

Programme of Assessment			
Term 1			
Task 1	Task 2	Task 3	Task 4
<p><b>*Oral:</b></p> <p>Listening for comprehension (15 marks)</p>	<p><b>Writing: (25marks)</b></p> <p><b>Transactional Writing:</b>                      Friendly/ formal letters (request/ complaint/ application/ business) / formal and informal letters to the press/ curriculum vitae and covering letter/ obituary/ agenda and minutes of meeting / formal or informal report/ review/ newspaper article/ magazine article/ speech/ dialogue / interview/ email</p>	<p><b>*Oral:</b></p> <p>Unprepared speech (15 marks)</p>	<p><b>**Test 1: (35 marks)</b></p> <p><b>Language in context</b>                      Comprehension                      Summary                      Language structures and conventions</p>
Term 2			
Task 5	Task 6	Task 7	
<p><b>Writing: (50 marks)</b></p> <p>Narrative/ descriptive/ argumentative essay (Gr. 10)                      Reflective/ discursive / argumentative essay (Gr. 11)</p>	<p><b>*Oral:</b></p> <p>Unprepared reading aloud / Prepared speech (10 marks)</p>	<p><b>Mid-year examinations: (150 marks)</b></p> <p>Paper 1 – Language in context (70 marks) – 2 hrs                      Paper 2 – Literature (80 marks) – 2,5 hrs</p>	
Term 3			
Task 8	Task 9		
<p><b>Literature: (35 marks)</b></p> <p>Assignment/ project</p>	<p><b>*Oral: (10-marks)</b></p> <p><b>Prepared speech</b></p>		
Term 4			
Task 10			
<p><b>End-of-year examinations: (300 marks)</b></p> <p>Paper 1 – Language in context (70 marks) – 2 hrs                      Paper 2 – Literature (80 marks) – 2,5 hrs                      Paper 3 – Writing (100 marks) – 3 hrs                      Paper 4 – Orals (50 marks)</p>			

**\*Oral: For formal assessment:** Learners should do one listening for comprehension (Task 1), one unprepared speech (Task 3), and either two prepared speeches OR one prepared speech and one unprepared reading aloud (Task 6 and Task 9).

**\*\*Test 1** could be set out of **35 marks** or, if more, should be **converted to 35 marks**. While the *Comprehension, summary, language structures and conventions* combination is suggested, teachers are urged to design a combination of aspects that fit the character (test programme, time allocation, etc.) of the school.

A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45-60 minutes, and should reflect the different cognitive levels as set out for exam papers.

### 3.3 Second Additional Languages

Note: Refer to Section 4 of the CAPS

#### 4.4 Programme of Assessment

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

##### 4.4.1 Overview of requirements

The following tables provide an overview of the Programme of Assessment requirements for each term for Second Additional Languages:

**Table 1: Overview of the Programme of Assessment requirements Grades 10-11**

Programme of Assessment			
Tasks per Term			End-of- year examinations
Term 1: 1 Task + 1 Written Test	Term 2: 2 Tasks + 1 mid-year examination comprising: 2 Papers: Paper 1 – Language in Context Paper 2 – Literature	Term 3: 2 Tasks	Term 4: 1 Internal end-of-year examinations comprising: 3 Papers: Paper 1 – Language in Context Paper 2 – Literature Paper 3 – Writing + Paper 4 – Oral
<p><b>Term mark (Terms 1-3):</b></p> <ul style="list-style-type: none"> <li>Each term, add totals and convert to % for term mark.</li> </ul> <p><b>Promotion mark:</b></p> <ul style="list-style-type: none"> <li>Add totals for tasks from term 1 to term 3, excluding oral marks, and convert to 25%,</li> <li>Convert Paper 1 to 20%,</li> <li>Convert Paper 2 to 10%,</li> <li>Convert Paper 3 to 20%,</li> <li>Add totals for orals tasks throughout the year and convert to 25% (Paper 4).</li> </ul>			

**Table 2: Programme of Assessment Grades 10-11**

Programme of Assessment	
Formal assessment tasks in Term 1	
Task 1	Task 2
<p><b>*Oral: (25 marks)</b> Conversation</p>	<p><b>**Test 1: (40 marks)</b> <b>Language in context</b> Comprehension Summary Language structures and conventions</p>

Formal assessment tasks in Term 2		
Task 3	Task 4	Task 5
<p><b>*Oral: (25 marks)</b> Prepared speech</p>	<p><b>*Oral: (25 marks)</b> Prepared reading aloud</p>	<p><b>Mid-year examinations: (120 marks)</b>  Paper 1 – Language in Context (80 marks) – 2 hrs  Paper 2: Literature (40 marks) – 1,5 hrs</p>

Formal assessment tasks in Term 3	
Task 6	Task 7
<p><b>Writing: (40 marks)</b> Narrative/ Descriptive essay</p>	<p><b>*Oral: (25 marks)</b> Listening comprehension</p>

Formal assessment tasks in Term 4
Task 8
<p><b>End-of-year examinations: (300 marks)</b>  Paper 1 – Language in context (80) (2hrs)  Paper 2 – Literature (40) (1,5hrs)  Paper 3 – Writing (80) (2,5hrs)  Paper 4 – *Orals (100)</p>
<p>Evidence must be available of informal assessment of <b>writing activities: essays, longer and shorter transactional texts</b> in each term according to the requirements of the <b>Teaching Plans</b>.</p>

**\*Orals:** Learners should do one prepared speaking task, one conversation task, one listening task, and one prepared reading aloud task during the year.

**\*\*Test 1** could be set out of **40 marks** or, if more, should be **converted to 40 marks**. While the *Comprehension, Summary, Language structures and conventions in context* combination is suggested, teachers are urged to design a combination of aspects that fit the character (test programme, time allocation, etc.) of the school.

**Note:** A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45 – 60 minutes, and should reflect the different cognitive levels as set out for examination papers.

## 4. Manufacturing, Engineering and Technology.

Technical subjects specialisations comprises of the following specialisations:

### 4.1 Civil Technology: Civil Services, Construction and Woodworking

Note: Refer to Section 4 of the CAPS

### 4.2 Mechanical Technology: Fitting and Machining, Automotive and Welding and Metalwork

Note: Refer to Section 4 of the CAPS

### 4.3 Electrical Technology: Power Systems, Electronics and Digital Electronics

Note: Refer to Section 4 of the CAPS

### 4.6 Assessment

### 4.7 Programme of Assessment

4.5.1 The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. Without this programme, tests and tasks are crowded into the last few weeks of the term creating unfair pressure on the learners.

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

GRADES 10 – 11 ASSESSMENT REQUIREMENTS							
ASSESSMENT TASKS	TERM 1	TERM 2	TERM 3	TERM 4	% OF FINAL PROMOTION MARK		MARK WEIGHTING
Test			1		5	25	250 total converted to mark out of 100
Assignment	1				5		
Mid-year examination		1			15		
Practical Assessment Task	✓	✓	✓		25		250 total converted to mark out of 100
Final examination				1	50		200
<b>TOTAL - PROMOTION MARK</b>							<b>400</b>

The table below shows the compilation of the school based assessment mark:

Description	Time Frame	Weighting of final Mark	Mark Allocation
Assignment	Term 1	5 %	50
Mid-year examination	Term 2	15%	150
Test	Term 3	5%	50
Total		25%	250

The following is the Programme of Assessment for Grade 12:

GRADE 12 ASSESSMENT REQUIREMENTS							
ASSESSMENT TASKS	TERM 1	TERM 2	TERM 3	TERM 4	% OF FINAL PROMOTION MARK		MARK Weighting
Assignment	1				5	25	450 total converted to mark out of 100
Mid-year and preparatory examination		1	1		20		
Practical Assessment Task (PAT)	✓	✓	✓		25		250 total converted to mark out of 100
Final examination				1	50		200
<b>TOTAL – PROMOTION MARK</b>							400

The table below shows the compilation of the school based assessment mark:

Description	Time Frame	Weighting of final 25%	Marks
Assignment	Term 1	5 %	50
Mid-year examination	Term 2	10%	200
Preparatory examination	Term 3	10%	200
Total		25%	450

#### 4.5.2 Assignment

- An assignment must be in the form of a written work which may include the following; Research, Case study, Drawings and calculations. It should cover the term 1 content with a mark allocation of 50 marks.
- Each assignment must cater for a range of cognitive levels or skills.
- The forms of assessment used should be grade and development level appropriate. The design of these tasks should cover the content in context.

#### 4.5.3 Tests

- A test for formal assessment should not comprise of a series of small tests, but should cover a substantial amount
- of the content and the duration should be 60 minutes with a mark allocation of 50 marks (Allocate 1 mark per fact).
- Each test must cater for a range of cognitive levels.
- The forms of assessment used should be grade and development level appropriate. The design of these tasks

should cover the content in context.

#### 4.5.4 Examinations

- Each examination must cater for a range of cognitive levels.
- For Grades 10 and 11, the three-hour Mid-year(June) examination in Civil Technology comprises (150 marks)
- For Grades 12, the three-hour Mid-year (June) examination in Civil Technology comprises (200 marks).
- For Grades 10, 11 and 12, the three-hour final examination in Civil Technology comprises 50% (200 marks) of a learner’s total mark. All question papers set by the teacher throughout the year, including the final examination paper, must be moderated by the head of department at the school and approved by the district curriculum advisors / facilitator. This is done to ensure that the prescribed weightings are adhered to by the teacher.
- In the Grade 12 examination **only Grade 12 content** will be assessed. However, prior knowledge from Grades 10– 11 may be necessary to interpret and answer some of the questions.

#### Subject Specific changes in the format of the examination

##### 4.5.3.1 Examination Weighting in Electrical Technology: Power systems

The following table shows the weighting of topics in Electrical Technology: Power Systems

Topic	Grade 10		Grade 11	
	Percentage	Marks +/- 4 Marks	Percentage	Marks +/- 4 Marks
Occupational Health and Safety	5%	10	2,5%	5
Tools and measuring instruments	10%	20	2,5%	5
Basic Principles of Electricity	17,5%	35		
Power Sources	10%	20		
Electronic Components	15%	30		
Domestic Installations	30%	60		
Principles of Magnetism	12,5%	25		
DC Machines			12,5%	25
Single Phase AC Generation			12,5%	25
Single Phase Transformers			12,5%	25
RLC			10%	20
Control Devices			17,5%	35
Single Phase Motors			17,5%	35
Power Supplies			12,5%	25
Three Phase AC Generation				
Three Phase Transformers				
Three Phase Motors & Starters				
Programmable Logic Controllers (PLC)				
<b>Total</b>	<b>100%</b>	<b>200 Marks</b>	<b>100%</b>	<b>200 Marks</b>

#### Subject Specific changes in the format of the examination

##### 4.5.3.2 Examination Weighting in Electrical Technology: Electronics

The following table shows the weighting of topics in Electrical Technology: Electronics

Topic	Grade 10		Grade 11	
	Percentage	Marks +/- 4 Marks	Percentage	Marks +/- 4 Marks
Occupational Health and Safety	5%	10	2,5%	5
Tools and measuring instruments	10%	20	2,5%	5
Basic Principles of Electricity	17,5%	35		
Power Sources	10%	20		
Electronic Components	15%	30		
Logics Systems	15%	30		
Communication Systems	15%	30	15%	30
Principles of Magnetism	12,5%	25		
Waveforms			15%	30
RLC			15%	30
Semiconductor Devices			20%	40
Power Supplies			7,5%	15
Sensors and Transducers			7,5%	15
Switching Circuits				
Amplifiers			15%	30
<b>Total</b>	<b>100%</b>	<b>200 Marks</b>	<b>100%</b>	<b>200 Marks</b>

#### Subject Specific changes in the format of the examination

##### 4.5.3.3 Examination Weighting in Electrical Technology: Digital Electronics

The following table shows the weighting of topics in Electrical Technology: Digital Electronics

Topic	Grade 10		Grade 11	
	Percentage	Marks +/- 4 Marks	Percent- age	Marks +/- 4 Marks
Occupational Health and Safety	5%	10	2,5%	5
Tools and measuring instruments	10%	20	2,5%	5
Basic Principles of Electricity	17,5%	35		
Power Sources	10%	20		
Electronic Components	15%	30		
Logics	15%	30	17,5%	35
Communication Systems	15%	30	15%	30
Principles of Magnetism	12,5%	25		
RLC			15%	30
Waveforms			12,5%	25
Power Supplies			7,5%	15
Switching and Control Circuits				

<b>Semi-Conductors</b>			20%	40
<b>Sensors and Transducers</b>			7,5%	15
<b>Digital and Sequential Devices</b>				
<b>Microcontrollers</b>				
<b>Total</b>	100%	200 Marks	100%	200 Marks

#### Subject Specific changes in the format of the examination

#### 4.5.3.3 Examination in Mechanical Technology: Fitting and Machining

The following table shows the changes in Mechanical Technology: Fitting and Machining

Mechanical Technology – Fitting and Machining	
grade 10 Fitting and Machining: Term 1 Assignment	
Maximum: 50	
Content	Marks
Safety (generic)	
Terminology (specific)	
Total	50

Mechanical Technology – Fitting and Machining			
Grade 10 Fitting and Machining: Mid – year Examination			
Duration: 2 Hours      Maximum: 150			
QUESTION	CONTENT	MARKS	TIME
1	Multiple Choice Safety (Generic)	2	10 minutes
	Tools(Generic)	2	
	Joining Method(Generic)	3	
	Forces(Generic)	3	
	Maintenance (Generic)	2	
	Terminology (Specific)	3	
2	Safety (Generic)	10	10 minutes
3	Tools(Generic)	10	10 minutes
4	Joining Method(Generic)	20	20 minutes
5	Forces(Generic)	30	25 minutes
6	Maintenance (Generic)	20	15 minutes
7	Terminology (Specific)	45	30 minutes
TOTAL		150	120 minutes

Mechanical Technology – Fitting and Machining			
GRADE Mechanical Technology – Fitting and Machining:Control Test			
DURATION: 1 HOUR          Maximum: 50			
QUESTION	CONTENT	MARKS	TIME
1	Multiple choice Materials (Generic)	4	5 minutes
	System & Control (Specific)	6	
2	Materials (Generic)	10	15minutes
3	System & Control (Specific)	30	40minutes
TOTAL		50	60 minutes

MECHANICAL TECHNOLOGY – FITTING AND MACHINING			
GRADE 10 FITTING AND MACHINING: FINAL EXAMINATION			
DURATION: 3 HOURS          MAXIMUM: 200			
QUESTION	CONTENT	MARKS	TIME
1	Multiple-choice questions (Generic)	14	10minutes
	7 generic topics x 2 multiple choice questions and 2 specific topics x 3		
2	Safety (Generic)	10	10 minutes
3	Tools and Equipment (Generic)	10	10 minutes
4	Materials(Generic)	10	10 minutes
5	Joining Methods(Generic)	10	10 minutes
6	Forces(Generic)	25	30 minutes
7	Maintenance(Generic)	10	10 minutes
8	Terminology (Specific)Machining	50	45 minutes
9	Systems and Control (Specific)Drive System	50	45 minutes
GRAND TOTAL		200	180 minutes

### Subject Specific changes in the format of the examination

#### Examination in Mechanical Technology: Automotive

The following table shows the changes in Mechanical Technology: Automotive

MECHANICAL TECHNOLOGY – AUTOMOTIVE	
GRADE 10 AUTOMOTIVE: TERM 1 ASSINGMENT	
MAXIMUM: 50	
CONTENT	MARKS
Safety (Generic)	
Tools (Generic)	
Engines (Generic)	
TOTAL	50

MECHANICAL TECHNOLOGY – AUTOMOTIVE	
GRADE 10 AUTOMOTIVE: CONTROL TEST	
DURATION: 1 HOUR          MAXIMUM: 50	

QUESTION	CONTENT	MARKS	TIME
1	Multiple Choice Material (Generic)	2	5 minutes
	Terminology(Specific)	3	
	Maintenance (Specific)	2	
	System &Control (Specific)	3	
2	Material (Generic)	5	5minutes
3	Terminology(Specific)	15	15 minutes
4	Maintenance(Specific)	5	10 minutes
5	System &Control (Specific)	15	25minutes
TOTAL		50	60 minutes

MECHANICAL TECHNOLOGY – AUTOMOTIVE			
GRADE 10 AUTOMOTIVE: FINAL EXAMINATION			
DURATION: 3 HOURS      MAXIMUM: 200			
QUESTION	CONTENT	MARKS	TIME
1	Multiple-choice questions (Generic)	14	10minutes
	7 generic topics x 2 multiple choice questions and 4 specific topics x 1 and System & Control (Carburation) x 2	4	
		2	
2	Safety (Generic)	9	10 minutes
3	Tools and Equipment (Generic)	10	10 minutes
4	Materials(Generic)	10	10 minutes
5	Joining Methods(Generic)	10	10 minutes
6	Forces(Generic)	16	15 minutes
7	Maintenance(Generic)	10	10 minutes
8	Engines (Specific)	35	35 minutes
9	Terminology (Specific)Drive Trains	25	20 minutes
10	Maintenance (Specific)Lubrication and Cooling System	20	20 minutes
11	Systems and Control (Specific)Carburation and Hydraulic Braking System	25	20 minutes
12	Systems and Control (Specific)Electricity	10	10 minutes
GRAND TOTAL		200	180 minutes

### Subject Specific changes in the format of the examination

#### Examination in Mechanical Technology: Welding and Metalwork

The following table shows the changes in Mechanical Technology: Welding and Metalwork

MECHANICAL TECHNOLOGY – WELDING AND METALWORK	
GRADE 11 WELDING AND METALWORK: TERM 1 ASSINGMENT	
MAXIMUM: 50	
CONTENT	MARKS
Safety (Generic)	
Tools (Generic)	
Terminology (Specific)	
TOTAL	50

MECHANICAL TECHNOLOGY – WELDING AND METALWORK			
GRADE 11 WELDING AND METALWORK: MID – YEAR EXAMINATION DURATION: 1 HOUR      MAXIMUM: 150			
QUESTION	CONTENT	MARKS	TIME
1	Multiple Choice	1	5 minutes
	Safety (Generic)	2	
	Terminology Templates (Specific)	2	
	Tools (Specific)	2	
	Forces(Specific)	2	
	Maintenance(Generic)	2	
	Maintenance(Specific)	2	
	Joining Methods Welding(Specific)	2	
	Joining Methods Heat Treatment (Specific)		
2	Safety (Generic)	5	5 minutes
3	Terminology Templates (Specific)	5	5 minutes
4	Tools (Specific)	10	10 minutes
5	Forces(Specific)	20	15minutes
6	Maintenance(Generic)	10	10minutes
7	Maintenance(Specific)	25	20 minutes
8	Joining Methods Welding(Specific)	30	25 minutes
9	Joining Methods Heat Treatment (Specific)	30	25 minutes
TOTAL		150	120 minutes

MECHANICAL TECHNOLOGY – WELDING AND METALWORK			
GRADE 11 WELDING AND METALWORK: SECOND CONTROL TEST			
DURATION: 2 HOURS      MAXIMUM: 50			
QUESTION	CONTENT	MARKS	TIME
1	Multiple Choice	5	10 minutes
	Material(Generic)		
	Terminology Development		
2	Material(Generic)	10	15minutes
3	Terminology Welding Symbols	10	15minutes
4	Terminology Development	20	20minutes
TOTAL		50	60 minutes

MECHANICAL TECHNOLOGY – WELDING AND METALWORK			
GRADE 11 WELDING AND METALWORK: FINAL EXAMINATION DURATION: 3 HOURS      MAXIMUM: 200			
QUESTION	CONTENT	MARKS	TIME
1	Multiple-choice questions	4	10minutes
	Safety, Tools, Maintenance & Materials (Generic) x 1	16	
	All other topics x 2		
2	Safety (Generic)	5	5 minutes
3	Tools and Equipment(Generic)	10	10 minutes
4	Maintenance(Generic)	10	10 minutes
5	Materials(Generic)	15	15 minutes
6	Welding terminology (templates, trusses, cost calculations, terms, welding symbols) (Specific)	25	20 minutes
7	Tools and Equipment (Specific)	10	05 minutes
8	Forces (Specific)	30	30 minutes
9	Maintenance (Specific)	05	05 minutes
10	Joining Methods (Specific)Welding Processes	15	15 minutes
11	Joining Methods (Specific) Heat Treatment of Steel	15	10 minutes
12	Terminology (development) (Specific)	25	30 minutes
13	Terminology (steel sections) (Specific)	15	15 minutes
	GRAND TOTAL	200	180 minutes

## 5. Human and Social Sciences

### 5.1 Geography

Note: Refer to Section 4 of the CAPS

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

Grade 10	Formal Assessment	SBA Weighting (25%)	Final Exam (75%)	Total
10	Essay	1 x 20 = 20		
	Mapwork task	1 x 20 = 20		
	2 Controlled Tests	2 x 20 = 40		
	Mid-year examination	1 x 20 = 20		
		<b>100</b>		
	End-of-year examination		Paper 1 = 120 (2 x 60) 30 (1 x 30) <b>Total: 150</b> Paper 2 = 120 (2 x 60) 30 (1 x 30) <b>Total: 150</b>	
		100	+ 300	400
11	Research	1 x 20 = 20		400
	Mapwork task	1 x 20 = 20		
	2 Controlled Tests	2 x 20 = 40		
	Mid-year examination	1 x 20 = 20		
		<b>100</b>		
	End-of-year examination		Paper 1 = 120 (2 x 60) 30 (1 x 30) <b>Total: 150</b> Paper 2 = 120 (2 x 60) 30 (1 x 30) <b>Total: 150</b>	
		100	+ 300	400

The Programme of Assessment for Geography in Grades 10 and 11 comprises six tasks which are internally assessed. The five tasks completed during the school year make up 25% of the total mark for Geography, while the end-of-year examination is the sixth task and makes up the remaining 75%.

#### Formal assessment requirements for Geography

##### (a) Assessment Tasks (Essay/Research and Mapwork)

Assessment tasks should cover the geographical content and concepts highlighted in the curriculum. Some examples of geographical competencies that may be assessed in the formal assessment tasks are listed below. These geographical competencies may form the focus of specific tasks or they may be used together as part of a task. Learners should demonstrate competence in various combinations of the following during the grade:

- reading, analysing and interpreting maps, photographs and satellite images;

- drawing, analysing and interpreting graphs;
- drawing and labelling sketch maps;
- labelling diagrams;
- using models;
- working with a variety of data;
- analysing and synthesising information from different sources;
- conducting fieldwork, recording and interpreting findings
- working with concepts, data, procedures related to GIS;
- conducting and writing up research;
- writing paragraphs and essays; and
- evaluating arguments and expressing and supporting a point of view.

### **(b) Controlled Tests**

A controlled test should be 60 marks and 60 minutes long. A test should also cover a significant amount of content and skills, such as a section of work that covers about four to six weeks. Tests may include a variety of assessments skills and techniques, such as multiple choice questions, matching columns one line answers, written paragraphs, labelling diagrams, doing calculations, working with data.

Tests (including other formal assessment tasks) should cater for a range of cognitive levels as indicated above.

**NB. All formal assessment tasks must be done under CONTROLLED CONDITIONS, except the essay/research task.**

### **(c) Examinations**

#### **Grade 10**

The Final Geography Examination in Grade 10 shall comprise of TWO papers of 150 marks each; Paper 1 (The Atmosphere, Geomorphology and Mapwork) and Paper 2 (Population, Water Resources and Mapwork). These papers should cater for a range of cognitive levels outlined in Table 1. The outline of the structure of the mid-year examination and end-of-year examinations is provided in annexure 4.7.1.

#### **Grade 11**

The Final Geography Examination in Grade 11 shall comprise of TWO papers of 150 marks each; Paper 1 (The Atmosphere, Geomorphology and Mapwork) and Paper 2 (Development Geography, Resources and Sustainability, and Mapwork). These papers should cater for a range of cognitive levels outlined in Table 1. The outline of the structure of the mid-year examination and end-of-year examinations is provided in annexure 4.7.1.

## **4.4 Programme of Assessment**

The programme of assessment is designed to spread formal assessment tasks over all subjects in a school. In Grades 10 and 11, the year mark is derived from tasks, tests and the mid-year examination. For promotion purposes, the year mark is added to the end-of-year examination mark (refer to tables on the next page).

The total mark for each grade in FET is weighted as follows:

- year mark 25%; and
- fourth term examination 75%.

#### 4.4.1 Programme of Assessment in Grades 10-11

##### Grades 10 – 11

			Grade 10			Grade 11		
Term	Assessment no	Type of Assessment	Raw Mark	Term Weighting	SBA Weighting	Raw Mark	Term Weighting	SBA Weighting
1	1	Controlled Test	60	75%	20	60	75%	20
	2	Essay(Gr.10) Research (Gr.11)	100	25%	20	100	25%	20
2	3	Mapwork	60	25%	20	60	25%	20
	4	Mid-year examination	150	75%	20	150	75%	20
3	5	Test	60	100%	20	60	100%	20
<b>Year Mark</b>								100

4	6	End-of-year examinations ((Paper 1 and 2)	300
		<i>Total Assessment</i>	400
		<i>Percentage</i>	100%

#### 4.4.2 Examples of possible assessment activities

Type of task	Assessment options or combination of options (see 4.3.2a)
<b>Assessment 1</b> Mapwork task (Grade 10-12)	Reading, analysing and interpreting topographical and orthophoto maps <ul style="list-style-type: none"> <li>• Reading, analysing and interpreting different types of photographs</li> <li>• Reading and interpreting sketch maps</li> <li>• Conducting field work, recording and interpreting findings</li> <li>• Making sketches of features or patterns</li> <li>• Applying a variety of relevant GIS techniques</li> </ul>
<b>Assessment 2</b> Essay writing (Grade 10) Research (Grade 11 and 12)	Analysing and synthesising information from different sources <ul style="list-style-type: none"> <li>• Conducting field work, recording and interpreting findings</li> <li>• Using and analysing case studies</li> <li>• Applying a variety of relevant GIS techniques</li> <li>• Evaluating arguments, expressing and/or supporting or disagreeing with a point of view with substantiation</li> </ul>

**NB. Data Handling should be integrated in all the other formal assessment tasks**

## 4.7 Annexures

### 4.7.1 Format of examinations in Grades 10

#### Grade 10 Examination Outline

<b>GRADE 10</b>	<b>ONE PAPER ONLY</b>	
<b>Mid-year</b>	Marks Allocation: 150	
	Time Allocation: 3 Hours	
	<b>Question 1</b> <b>(The Atmosphere) 60 Marks</b> Short objective questions (15 Marks) 3 sub-questions of 15 marks each on The Atmosphere NB. ONE paragraph question of 8 marks in any of the three sub-questions	
	<b>Question 2</b> <b>(Geomorphology) 60 Marks</b> Short objective questions (15 Marks) 3 sub-questions of 15 marks each on Geomorphology NB. ONE paragraph question of 8 marks in any of the three sub-questions	
<b>GRADE 10</b>	<b>PAPER 1</b>	
	<b>PAPER 2</b>	

<b>End-of-year</b>	Marks Allocation : 150	Mark Allocation: 150
	Time Allocation: 3 Hours	Time Allocation: 3 Hours
	<p><b>Question 1</b></p> <p><b>(The Atmosphere) 60 Marks</b></p> <p>Short objective questions (15 Marks)</p> <p>3 questions of 15 marks each on The Atmosphere</p> <p>NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p><b>Question 2</b></p> <p><b>(Geomorphology) 60 Marks</b></p> <p>Short objective questions (15 Marks)</p> <p>3 questions of 15 marks each on Geomorphology</p> <p>NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p><b>Question 3</b></p> <p><b>(Mapwork) 30 Marks</b></p> <p>Map Skills and calculations (10 Marks)</p> <p>Map interpretation (12 Marks)</p> <p>GIS (8 Marks)</p>	<p><b>Question 1</b></p> <p><b>(Population Geography) 60 Marks</b></p> <p>Short objective questions (15 Marks)</p> <p>3 questions of 15 marks each on Development Geography and Urban Settlement</p> <p>NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p><b>Question 2</b></p> <p><b>(Water Resources) 60 Marks</b></p> <p>Short objective questions (15 Marks)</p> <p>3 questions of 15 marks each on Resources and Sustainability of South Africa</p> <p>NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p><b>Question 3</b></p> <p><b>(Mapwork) 30 Marks</b></p> <p>Map Skills and calculations (10 Marks)</p> <p>Map interpretation (12 Marks)</p> <p>GIS (8 Marks)</p>

**Grade 11 Examination Outline**

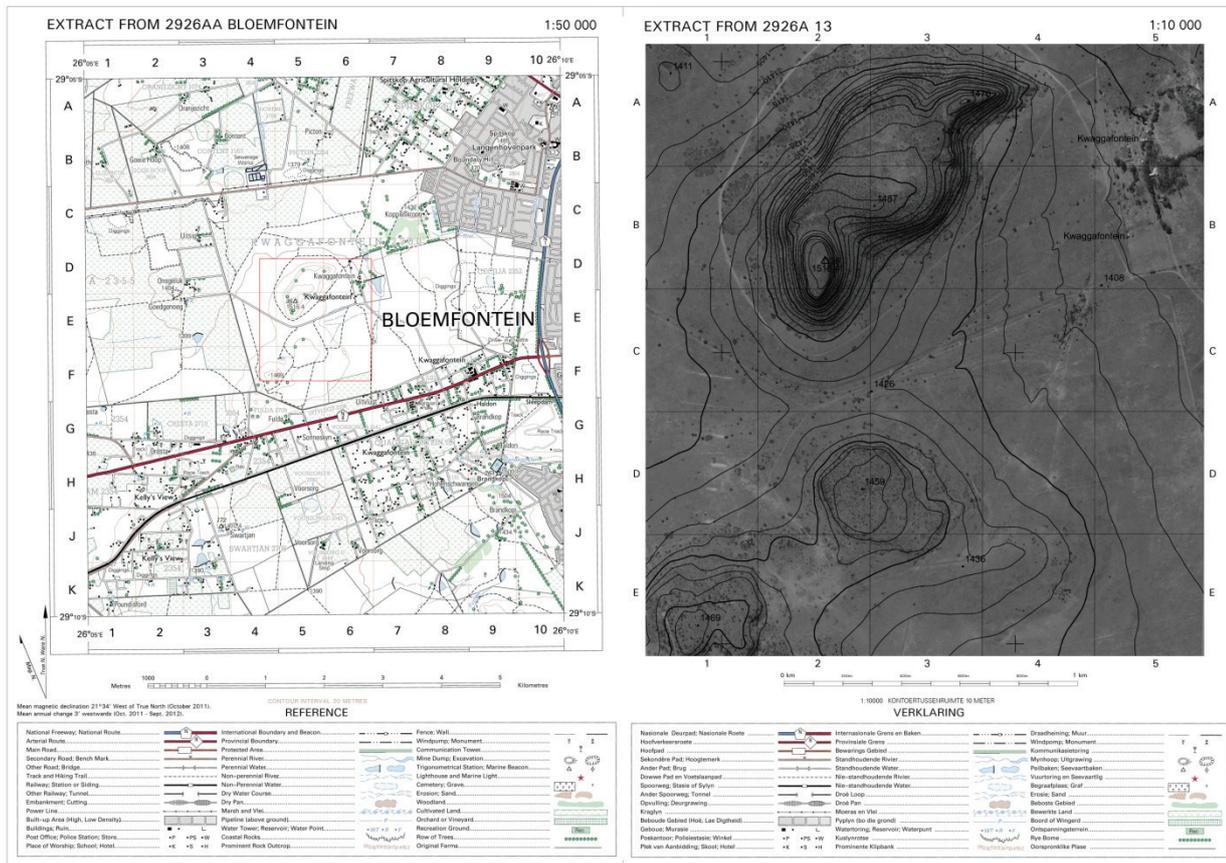
<b>GRADE 11</b>	<b>ONE PAPER ONLY</b>	
<b>Mid-year</b>	Marks Allocation : 150	
	Time Allocation : 3 Hours	
	<p><b>Question 1</b>  <b>(The Atmosphere) 60 Marks</b>                      Short objective questions (15 Marks)                      3 sub-questions of 15 Marks on The Atmosphere                      NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p><b>Question 2</b>  <b>(Geomorphology) 60 Marks</b>                      Short objective questions (15 Marks)                      3 sub-questions of 15 marks each on Geomorphology                      NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p><b>Question 3</b>  <b>(Mapwork) 30 Marks</b>                      Map Skills and calculations (10 Marks)                      Map interpretation (12 Marks)                      GIS (8 Marks)</p>	
	<b>PAPER 1</b>	<b>PAPER 2</b>
<b>End-of-year</b>	Marks Allocation : 150	Mark Allocation: 150
	Time Allocation: 3 Hours	Time Allocation: 3 Hours
	<p><b>Question 1</b>  <b>(The Atmosphere) 60 Marks</b>                      Short objective questions (15 Marks)                      3 questions of 15 marks each on The Atmosphere                      NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p><b>Question 2</b>  <b>(Geomorphology) 60 Marks</b>                      Short objective questions (15 Marks)                      3 questions of 15 marks each on Geomorphology                      NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p><b>Question 3</b>  <b>(Mapwork) 30 Marks</b>                      Map Skills and calculations (10 Marks)                      Map interpretation (12 Marks)                      GIS (8 Marks)</p>	<p><b>Question 1</b>  <b>(Development Geography) 60 Marks</b>                      Short objective questions (15 Marks)                      3 questions of 15 marks each on Development Geography and Urban Settlement                      NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p><b>Question 2</b>  <b>(Resources and Sustainability) 60 Marks</b>                      Short objective questions (15 Marks)                      3 questions of 15 marks each on Resources and Sustainability of South Africa                      NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p><b>Question 3</b>  <b>(Mapwork) 30 Marks</b>                      Map Skills and calculations (10 Marks)                      Map interpretation (12 Marks)                      GIS (8 Marks)</p>

# ANNEXURE

Please note the following:

Both the topographical and the orthophoto maps used for examination purposes MUST be A4 size and printed to scale

The topographical map should be printed in colour and both MUST be together on an A3 page as indicated on the exemplar below.



## 5.2 History

Note: Refer to Section 4 of the CAPS

### 4.3.1 Cognitive levels and abilities covered during formal assessment

Formal assessment must cater for a range of cognitive levels and abilities of learners, as shown below:

#### COGNITIVE LEVELS GRADES 10 – 12

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS	TYPICAL QUESTIONS
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>Extract evidence from sources</li> <li>Selection and organisation of relevant information from sources</li> <li>Definition of historical concepts</li> </ul>	<b>Grade 12</b> <b>30%</b> <b>(15)</b>	<ul style="list-style-type: none"> <li>What information in the source tells you about...?</li> <li>Quote evidence from the source...</li> <li>List reasons from the source....</li> <li>Mention / Name...</li> <li>Identify ...</li> <li>What, according to the source, ....</li> </ul>
		<b>Grade 11</b> <b>30%</b> <b>(15)</b>	
		<b>Grade 10</b> <b>40%</b> <b>(20)</b>	
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>Explanation of historical concepts/terms (in the context of ...)</li> <li>Interpretation of evidence from sources</li> <li>Explain information gathered from sources</li> <li>Analyse evidence from sources</li> </ul>	<b>Grade 12</b> <b>40%</b> <b>(20)</b>	<ul style="list-style-type: none"> <li>What do you understand by the term...?</li> <li>What message does the cartoonist convey regarding ...?</li> <li>Explain in your own words ...</li> <li>Why do you think...?</li> <li>Comment on...</li> </ul>
		<b>Grade 11</b> <b>50%</b> <b>(25)</b>	
		<b>Grade 10</b> <b>40%</b> <b>(20)</b>	
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>Interpret and evaluate evidence from sources</li> <li>Engage with sources to determine its usefulness, reliability, bias and limitations</li> <li>Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li> <li>Interpretation, evaluation and synthesis of evidence from relevant sources (paragraph writing)</li> </ul>	<b>Grade 12</b> <b>30%</b> <b>(15)</b>	<ul style="list-style-type: none"> <li>Explain to what extent the evidence in Source 1A...</li> <li>Compare the evidence in Sources 2A and 2B and explain how you would account for the differences...</li> <li>Comment on the usefulness/ limitations/ reliability of the information in Sources 3C and 3D...</li> <li>Using the relevant information from the sources and your own knowledge...</li> </ul>
		<b>Grade 11</b> <b>20%</b> <b>(10)</b>	
		<b>Grade 10</b> <b>20%</b> <b>(10)</b>	

### 4.3.2 The weighting of the cognitive levels across the different grades

	Level 1	Level 2	Level 3
Grade 10	40%	40%	20%
Grade 11	30%	50%	20%
Grade 12	30%	40%	30%

### Programme of Assessment

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

### 4.4.1 Programme of Assessment and weighting of tasks

Grade 10					
Term	Assessment no	Type of Assessment	Raw Mark	Term Weighting	SBA Weighting
1	1	Source-based or Essay task(1 Hours)	50	25%	10
	2	Standardised test, which includes a source-based question and an essay (2 Hours)	100	75%	20
2	3	Heritage investigation or Oral History with a research component	50	25%	20
	4	Mid-year examination (2 Hours)	100	75%	20
3	5	Essay or Source-based task (1 Hour)	50	25%	10
	6	Standardised test, which includes a source-based question and an essay (2 Hours)	100	75%	20
<b>Year Mark</b>					<b>100</b>
4	7	End-of-year examination			150 (convert to 300)
<i>Total Assessment</i>					<b>400</b>
<i>Percentage</i>					100%

### *Setting up a heritage assignment*

Follow these steps:

- 1 Class and individual discussions about appropriate monument, museum, tradition, community or chosen heritage example or oral history as heritage.
- 2 Formulate a key question
- 3 Do research in the school library, local library or on the internet, if available, about heritage on the particular topic chosen, or provide learners with the sources. Learners must make a selection from the sources that are appropriate for their topic.
- 4 Learners need to make notes during their research, and they must record information in their own words. Teachers must be particularly vigilant that learners do not simply download and use information from the internet without reworking it. Their assignments must include a list of references consulted.
- 5 Teachers must provide a clearly worded task for the learners. The task must include time frames for each stage of the assignment and the assessment criteria that will be used for assessment. The dates within the timeframes will include a date for planning to be completed; a date for rough work to be completed; date for final product. Teachers will check the work at each stage.
- 6 The assignment needs to include the ideologies and debates about heritage, linked to the particular monument or topic chosen. The chosen topic or example must be used to illustrate these debates.

<b>FET GRADE 10</b>
<b>Heritage assignment (compulsory)</b>
The focus and resources for the assignment are heritage sites, museums, monuments, oral histories, commemorative events, family and community traditions and rituals, local history, school history and family history. The content detail is not specified in order to provide the choice to study local, regional or national examples of heritage.

**What is heritage?**

The word 'heritage' can be used in different ways. One use of the word emphasises our heritage as human beings and concerns human origins in Africa. Another use of the word relates to the ways in which people remember the past, through heritage sites, museums, through the construction of monuments and memorials and in families and communities (oral history). Some suggest that heritage is everything that is handed down to us from the past.

The content detail is not specified in order to provide the choice to study local, regional or national examples of heritage.

Possible themes for assignments, which learners should consider, include:

- what is meant by heritage and public representations?;
- memory and oral histories as heritage;
- the importance of the conservation of heritage sites, monuments and memorials;
- debates about heritage issues and the ways in which the past is represented, for example at heritage sites, in museums, monuments and memorials and in families and communities;
- the ways in which memorials are constructed in different knowledge systems, for example monuments, ritual sites and grave sites; and
- African origins of humankind as world heritage.

The assignment should include a research component in order to teach research skills in Grade 10.

Grade 11					
Term	Assessment no	Type of Assessment	Raw Mark	Term Weighting	SBA Weighting
1	1	Source-based or Essay task(1 Hours)	50	25%	10
	2	Standardised test, which includes a source-based question and an essay (2 Hours)	100	75%	20
2	3	Research or oral history task	50	25%	20
	4	Mid-year examination (2 Hours)	150	75%	20
3	5	Essay or Source-based task (1 Hour)	50	25%	10
	6	Standardised test, which includes a source-based question and an essay (2 Hours)	100	75%	20
<b>Year Mark</b>					<b>100</b>

4	7	End-of-year examination (Paper 1 and 2)			300
		<i>Total Assessment</i>			<b>400</b>
		<i>Percentage</i>			100%

## 4.4.2 Examinations

### Grade 10

The suggested format for Grade 10 examinations is as follows.

Examination	Marks
<b>Grade 10:</b> <b>One two hour (2) paper mid-year:</b> Two questions to be answered. Each question counts 50 marks. Learners must answer one essay and one source-based question.	100
<b>One three-hour paper at the end of the year:</b> Learners will be required to answer three out of four questions. Each question counts 50 marks. Learners must answer one source-based, one essay and one other question (either essay or source-based). Topics for the papers will be selected by the teachers. Topics examined in June need not be repeated for examinations at the end of the year.	150

### Grade 11

The suggested format for Grade 11 examinations is as follows.

MID - YEAR AND END- OF- YEAR EXAMINATIONS	
Examination	Marks
<b>Grade 11:</b> <b>One paper mid-year:</b> <b>One three-hour</b> paper consisting of at least three questions. Each question counts 50 marks. Learners answer three questions.	150
<b>Two papers at the end of the year:</b> The Grade 11 papers will consist of <b>two papers of three hours each</b> . The mark allocation will be 150 for each of the question papers. Questions are set on all sections. Three questions must be answered in each paper. <b>Paper 1:</b> 150 marks. Each question counts 50 marks. <b>Paper 2:</b> 150 marks. Each question counts 50 marks. In each of the papers, learners must answer one source-based question, one essay question and one other question.	300

## Assessment of essay questions

Essays must have a formal structure that includes an introduction, which introduces the point of view or the explanation; a main body, which develops an argument; and a conclusion. Credit will be given for this structure. Candidates will be asked to discuss explain or assess the accuracy of a statement, or to express an opinion.

Candidates will be assessed on their ability to

- demonstrate thorough knowledge and understanding of the topic; use relevant information to answer the question;
- plan and structure an essay;
- use evidence to support an argument;
- develop and sustain an independent and well-balanced argument; and
- write chronologically, coherently and logically

### 4.4.3 GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION CONTENT	Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion	Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					

LEVEL 6 Question has been answered. Content selection relevant to the line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

**\*Guidelines for allocating a mark for Level 1:**

- Question not addressed at all / totally irrelevant content / no attempt to structure the essay = 0
- Content includes basic and generally irrelevant information; no attempt to structure the essay = 1 - 6
- Question inadequately addressed and vague; little attempt to structure the essay = 7 – 13

## ESSAY MARKING SYMBOLS

### Assessment procedures of the essay

#### Keep the synopsis in mind when assessing the essay.

During the reading of the essay, ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).

For example in an essay where there are five (5) main points there could be about seven (7) ticks.

#### 5.2.1 Keep the PEEL structure in mind in assessing an essay.

P	Point	The candidate introduces the essay by taking a line of argument/making a major point.
E	Explanation	The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
E	Example	Candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link	Candidates should ensure that the line of argument is sustained throughout and is written coherently.

#### The following symbols MUST be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised       $\wedge$
- Wrong statement      \_\_\_\_\_
- Irrelevant statement      |
- Repetition      R
- Analysis      A√
- Interpretation      I√
- Line of Argument LOA

#### 4.4.4 Assessment of source-based questions

Sources will be grouped around a key question. The context of the sources will be provided so that learners can use the sources to answer questions. Contextualisation includes the author or creator of the source, the title of

the publication in which the source appeared, and the date and place of publication. Learners will therefore have the information to enable them to discuss the reliability or usefulness of each source. All people in cartoons or photographs will be identified. Each source will be a single source; no sources will be combined into a composite source.

Candidates will be assessed on their ability to:

- demonstrate thorough knowledge and understanding of the topic;
- extract information from sources;
- interpret information from sources;
- identify and compare different perspectives within sources and between sources;
- explain the different perspectives within the sources in the context of the period studied;
- draw conclusions about the reliability and usefulness of sources; and
- synthesise information from a range of sources.

#### **SECTION A: SOURCE-BASED QUESTIONS - 50 MARKS Question 1**

The scaffolding of questions should be from simple to complex (level 1 to level 3)

This is how Source – Based questions should be arranged:

1. Study Sources 1A, 1B, 1C and 1D to answer the questions that follow:

1.1 Refer to Source 1A.

1.1.1

1.1.2

1.2 Consult Source 1B.

1.2.1

1.2.2

1.3 Read Source 1C.

1.3.1

1.3.2

1.4 Use Source 1D.

1.4.1

1.4.2

#### **LEVEL 1 Questions can be formulated as follows:**

- What information in the source tells you about...?
- Quote evidence from the source...
- Give reasons from the source....
- Mention / Name...
- Identify ...
- What, according to the source, ....?

**LEVEL 2 Questions can be formulated as follows:**

- Explain the concept in the context of...?
- What message does the cartoonist convey regarding ...?
- Explain in your own words ...
- Why do you think...?
- Comment on...

**LEVEL 3 Questions can be formulated as follows:**

- Explain to what extent the evidence in Source 1A...
- Compare the evidence in Sources 2A and 2B and explain how you would account for the differences/ similarities
- Explain the usefulness/ limitations/ reliability/ validity/ justification of the Source ... regarding ...
- Using the relevant information from the sources and your own knowledge write a paragraph...

**ANNEXURES**

**RUBRIC TO ASSESS A HERITAGE ASSIGNMENT GRADE 10-11**

CRITERIA	LEVEL DESCRIPTORS			
	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<b>Criterion 1 Planning (5)</b>	<b>4-5</b>	<b>3 – 4</b>	<b>2 – 3</b>	<b>0 – 1</b>
	Shows <b>thorough/ excellent</b> understanding of planning (clear research schedule provided)	Shows <b>adequate</b> understanding of planning	Shows <b>some</b> evidence of planning	Shows <b>little or no</b> evidence of planning
<b>Criterion 2 Identify and access a variety of sources of information (5) Focus should be on oral and written sources</b>	<b>4-5</b>	<b>3 – 4</b>	<b>2 – 3</b>	<b>0 – 1</b>
	Shows <b>thorough/ excellent</b> understanding of identifying and accessing sources of information	Shows <b>adequate</b> understanding of identifying and accessing sources of information	Shows <b>some</b> understanding of identifying and accessing sources of information	Shows <b>little or no</b> understanding of identifying and accessing sources of information
<b>Criterion 3 Evidence of data collected is appropriate to the research conducted (5)</b>	<b>4-5</b>	<b>3 – 4</b>	<b>2 – 3</b>	<b>0 – 1</b>
	Shows <b>thorough/ excellent</b> knowledge and understanding of the period	Shows <b>adequate</b> knowledge and understanding of the period	Shows <b>some</b> knowledge and understanding of the period	Shows <b>little or no</b> knowledge and understanding of the period
<b>Criterion 4 Historical enquiry , interpretation &amp; communication (Essay) (15)</b>	<b>12-15</b>	<b>9 – 12</b>	<b>6 – 9</b>	<b>3 – 5</b>
	Shows <b>thorough/ excellent</b> understanding of how to write a coherent argument from the evidence collected	Shows <b>adequate</b> understanding of how to write a coherent argument from the evidence collected	Shows <b>some</b> understanding of how to write a coherent argument from the evidence collected	Shows <b>little or no</b> understanding of how to write a coherent argument from the evidence collected

<b>Criterion 5 Presentation (10)</b>	<b>8 – 10</b>	<b>6 – 8</b>	<b>4 – 6</b>	<b>2 – 4</b>
	Shows <b>thorough/ excellent</b> evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows <b>adequate</b> evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows <b>some</b> evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows <b>little or no</b> evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)
<b>Criterion 6 Evaluation &amp; reflection (5)</b>	<b>4-5</b>	<b>3 – 4</b>	<b>2 – 3</b>	<b>0 – 1</b>
	Shows <b>thorough/ excellent</b> understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows <b>adequate</b> understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows <b>some</b> evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows <b>little or no</b> evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)
<b>Criterion 7 Acknowledgement of sources (5)</b>	<b>4 – 5</b>	<b>3 – 4</b>	<b>2 – 3</b>	<b>0 – 1</b>
	Shows <b>thorough/ excellent</b> understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows <b>adequate</b> understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows <b>some</b> evidence of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows <b>little or no</b> evidence of acknowledging sources (e.g. footnotes, references, plagiarism)

### ORAL HISTORY RUBRIC GRADES 10 – 11

CRITERIA	(5)	(4 – 3)	(2 - 1)	(0)
1. PREPARATION AND PLANNING • There is evidence of planning for the task e.g. Timeline of task, notes on background research, etc.	Demonstrates thorough evidence of planning	Shows adequate evidence of planning	Shows some evidence of planning	Shows no evidence of planning
	(9 – 10)	(6 – 8)	(3 – 5)	(0 – 2)

<p>2. IDENTIFICATION AND ACCESS TO RELEVANT SOURCES IN GATHERING INFORMATION</p> <ul style="list-style-type: none"> <li>• Archival material,</li> <li>• Photos</li> <li>• Newspaper articles</li> <li>• Interviewees <ul style="list-style-type: none"> <li>- Person(s) interviewed was (were) appropriate</li> <li>- The interviewee(s) was (were) placed into historical context</li> <li>- The biographical details of the interviewee(s) was (were) given</li> </ul> </li> <li>• Other sources</li> </ul>	Demonstrates outstanding ability to identify relevant sources	Shows adequate ability to identify relevant sources	Shows Some ability to identify relevant sources	Shows No or little ability to identify relevant sources
	5	( 3 – 4)	(1 – 2)	(0)
<p>3. DESIGN A QUESTIONNAIRE (INTERVIEW QUESTIONS)</p> <ul style="list-style-type: none"> <li>• The questions were focused and open ended.</li> <li>• The questions were appropriate and elicited information relevant to the key question.</li> <li>• There were sufficient questions (no less than 10 questions)</li> </ul>	Demonstrates outstanding ability formulate questions	Shows adequate ability formulate questions	Shows Some ability formulate questions	Shows No ability to formulate questions
	5	( 3 – 4)	(1 – 2)	(0)
<p>4. TRANSCRIPTION OF INTERVIEWS</p> <ul style="list-style-type: none"> <li>• The information from the interviews was accurately transcribed (if a tape recorder was used).</li> </ul>	Demonstrates Thorough evidence of transcription of interviewees responses	Shows adequate evidence of transcription of interviewees responses	Shows Some evidence of transcription of interviewees responses	No evidence of transcription of interviewees responses
	( 17 – 20)	(11 – 16)	(5 – 10)	(0 – 4)
<p>5. PRESENTATION (WRITTEN AND ORAL)</p> <ul style="list-style-type: none"> <li>• The context for understanding the interview(s) was given.</li> <li>• The information from the interviews was placed in historical context.</li> <li>• The information from the interviews was analysed and organised coherently, showing different points of view if appropriate.</li> <li>• The presentation of the task to the class was clear and effective</li> </ul>	Demonstrates outstanding ability to make a coherent presentation of the research findings	Shows adequate ability to make a coherent presentation of the research findings	Shows some ability to make a coherent presentation of the research findings	Shows no or little ability to make a coherent presentation of the research findings
	5	( 3 – 4)	(1 – 2)	(0)
<p>6. SELF REFLECTION</p> <ul style="list-style-type: none"> <li>• Skills, knowledge and values learnt in the process</li> </ul>	Demonstrates outstanding ability to reflect on lessons learnt in the process	Show adequate ability to reflect on lessons learnt in the process	Show some ability to reflect on lessons learnt in the process	Show no ability to reflect on lessons learnt in the process

## 5.3 Life Orientation

Note: Refer to Section 4 of the CAPS

### SECTION 4

#### 4. Programme of Assessment

The programme of assessment is designed to spread formal assessment tasks in a subject throughout the school year. When recording and reporting on learner performance in Life Orientation the following marks are applicable per term:

#### Grades 10 and 11

TERM	ASSESSMENT TASK	MARKS PER TERM		YEAR %
		RECORDING	REPORTING	WEIGHTING
1	Written task	80	90 ÷ 90 x 100	20%
	PET	10		2.5%
2	Mid-year examination	100	120 ÷ 120 x 100	25%
	PET	20 (10 x 2)		5%
3	Project	80	90 ÷ 90 x 100	20%
	PET	10		2.5%
4	Final Examinations	100	100	25%
TOTAL		400	400	100 %

#### 4.1 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 provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. The forms of assessment used should be age and development level appropriate.

**A minimum of ONE informal task should be given per week.**

Teachers should be aware of learners committing plagiarism and using unreliable websites to do research. Learners need to sign a declaration of authenticity as proof that the work submitted is their own effort.

#### Assessment for learners experiencing barriers to learning

The following steps can be taken to effectively address diversity in the classroom when planning activities:

- consider individual past experiences, learning styles and preferences;
- develop questions and activities that are aimed at different levels of ability/differentiated learning;
- provide opportunity for a variety of participation levels such as individual, pairs and small group activities;
- consider the value of individual methods; and assess learners based on individual progress.

Teachers should ensure that learners are exposed to a variety of these forms of assessment across the three grades so that learners do not repeat the same form of assessment in the different grades.

**Completion of formal tasks should be facilitated by the teacher in class time. This will ensure completion of tasks and will avoid plagiarism.**

In the formal programme of assessment for Life Orientation, learners are expected to complete five tasks per grade.

These five assessment tasks are:

- Two examinations
- One project
- One written task and
- Physical Education Task (PET)

The five internal formal tasks make up 100% of the total mark out of 400 for Grades 10 and 11.

In group work, learners will work as a team to complete the task, however, marks **must be allocated to individual learners**.

Formal assessments in Life Orientation must cater for a range of cognitive levels and abilities of learners as follows:

Weighting	Cognitive level	Bloom's taxonomy
30%	lower order	Levels 1 & 2
40%	middle order	Levels 3 & 4
30%	higher order	Levels 5 & 6

A list of verbs for the different cognitive levels

L1 and L 2		L3 and L 4		L5 and L 6	
Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Exhibit memory of previously learned material by recalling facts, basic concepts; and answers.	Demonstrate understanding of facts and ideas by:  organising, comparing, translating, interpreting, giving descriptions and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts techniques and rules in a different way.	Examine and break information into parts by identifying reasons or causes. Make inference and find evidence to support generalisations.	Present and defend opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria	Compile information together in a different way by combining elements in a new pattern or proposing an alternative solution

L1 and L 2		L3 and L 4		L5 and L 6	
Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Choose	Classify	Apply	Analyse	Apply	Change
Define	Compare	Choose	Assume	Appraise	Choose
Find	Contrast	Develop	Categorise	Assess	Combine
How	Explain	Identify	Classify	Compare	Compile
List	Illustrate	Interview	Compare	Conclude	Compose
Match	Outline	Construct	Contrast	Consider	Construct
Name	Summarise	Report	Conclude	Criticise	Create
Relate	Infer	Change Conclude	Distinguish	Decide	Develop
Select	Relate	Demonstrate	Examine	Defend	Elaborate
What	Show	Discuss Explain	Infer	Determine	Imagine
When	Demonstrate	Illustrate Interpret Report		Evaluate	Improve
Where		Review Summarise		Explain	Plan
Which		Tell		Interpret	Predict
Who		Prepare		Judge	Propose
Why		Show		Justify	Solve
				Recommend	Suppose
				Support	Produce
				Argue	

### 4.5.3 Examinations

Examinations of at least 2 hours for Grades 10 and 11 will be administered twice a year as part of the internal examination of the school/district or province.

The mid-year examinations for Grades 10-11 will comprehensively address the content, knowledge and skills covered in terms 1 and 2; and for the final examination, terms 1 - 4.

More than one type of question should be incorporated and focus primarily on the application of knowledge in an integrated manner. **Examinations must include 10% content relating to Physical Education.**

#### Outline of Examinations for Grades 10-11

The outline below will be followed when setting Life Orientation examination papers for Grades 10-11. The paper will consist of three sections. Total for examination: **100 marks**

Section A: 20 marks	Section B: 40 marks	Section C: 40 marks
All questions are <b>compulsory</b>	All questions are <b>compulsory</b>	Learners will answer <b>two 20 mark questions out of three</b>
<p>Mark allocation for the questions should range between 1-2 marks. The questions have to be a combination of two or more types of questions ranging from:</p> <p>Multiple choice</p> <p>Fill in the blanks</p> <p>True or false with a justification</p> <p>Matching columns</p> <p>One word answers</p> <p>It may also include questions that require short explanations, definitions or a phrase</p>	<p>Learners will answer <b>TWO</b> 20 mark questions.</p> <p>Short open-ended questions could be:</p> <p>Scenario-based, source-based, case study, cartoons, illustrations, graphs etc.</p> <p>Learners should display, present and apply knowledge and skills gained from the Life Orientation content.</p> <p>Learners should demonstrate an understanding of real-life issues affecting the youth and society at large.</p>	<p>Questions will predominantly focus on the application of knowledge and skills.</p> <p>Learners will explain/ unravel, solve problem/s, make decisions, give advice, evaluate, recommend strategies, make conclusions.</p> <p>Each question will focus on a specific topic or an integration of content.</p> <p>A short text/ diagram/ data/ graphs/ cartoons can be provided as a stimulus.</p>
<p><b>Note.</b> Information provided in the texts have to be current, up-to-date, age-appropriate, learner-friendly and devoid of racial, cultural, religious, sexual orientation and gender stereotyping. Each section will include questions at lower, middle and higher cognitive levels.</p> <p>A marking memorandum or marking guideline <u>must</u> be used to assess learner performance.</p> <p>Provision must be made in the marking memorandum or guideline for additional answers as well as the learners' own interpretation of questions.</p> <p>A marking grid indicating the cognitive levels of Bloom's taxonomy levels 1-6 must be provided.</p>		

#### 4.5.4 Physical Education Task (PET)

The Physical Education (PE) component aims to develop learners' physical well-being and knowledge of movement and safety. It encourages learners to perform in a wide range of activities associated with the development of an active and healthy lifestyle. PE also aims to develop learners' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in physical education, provide a good foundation for learners' lifelong and life-wide learning.

All Physical Education periods will focus on **practical physical and mass participation** in movement activities

- for enjoyment and enrichment purposes, with a view
- to encouraging learners to commit and engage in regular physical activity as part of their lifestyle.

Physical Education will be conducted but not **assessed** in the **FOURTH** term. PET will be administered across all four school terms.

Physical Education component comprises three different movement sections: fitness, games and sport; and recreation and relaxation. Learners are expected to participate in Physical Education, once a week, which is timetabled to take place in a fixed period, labelled **Physical Education** on the school timetable.

The focus of PET falls into two broad categories:

- 1) Participation: exposes learners to an understanding of the value of regular participation in physical activity. Participation should encourage further development, enjoyment and build confidence.
- 2) Movement performance: learners will be assessed at the level at which they are capable of performing. Movement performance must not encourage a sense of competition.

The teacher will observe whether the performance of a movement has a desired outcome, focusing on the

- overall performance of the movement rather than the detailed mechanics of each movement.

However, once a teacher has gained confidence and knows how to break down a motor skill and movement sequence down into different parts, additional criteria can be added to assess the performance in greater depth.

### Assessment tool for PET

The assessment tool for learner performance

Level	Limited	Adequate	Proficient	Excellent
<b>Observation 1</b> <b>Outcome of movement performance</b>	Needs significant attention: movements do not produce the desired outcome at all	Requires attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome
<b>(5 marks)</b>	(0-1 mark)	(2-3 marks)	(4 marks)	(5 marks)
<b>Observation 2</b> <b>Outcome of movement performance</b>	Needs significant attention: movements do not produce the desired outcome at all	Requires attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome
<b>(5 marks)</b>	(0-1 mark)	(2-3 marks)	(4 marks)	(5 marks)

A Physical Education class list, for Grades 10-11, will be used to generate a mark out of 10 for movement performance. The number of PE periods per term will depend on the Department of Basic Education school calendar for the year.

Example of the class list for participation and movement performance:

	Term 1	1. Frequency of participation						2. Movement performance (10 marks)		Total
		No marks allocated								
	Learners' Names	P1	P2	P3	P4	P5	P6	First Observation 5 marks	Second Observation 5 marks	10
1	Thembi	√	'a' absent	x present but did not participate	A absent with a valid reason	√	√			

An 'a' will indicate that the learner was absent for that particular period, an **A** that the learner was absent with a valid reason and an 'x' that the learner was present in class, but did not participate.

### Frequency of Participation

A record of learner participation will be kept in the teacher file. **This will not be used for assessment.**

### Movement performance

Learners will not be assessed on movement performance in every Physical Education period but will be formally observed twice across a school term for formal assessment purposes to determine their level of movement performance.

Allocate a mark out of five (5) for each of the two observations (movement). Add the two to obtain a final mark out of ten (10).

Physical Education will be conducted but not **assessed** in the **FOURTH** term. The second term assessment will be multiplied by 2 to give a total of 20. PET will be administered across all four school terms.

## SECTION 4

### 5.4 Religion Studies Grades 10 and 11

Note: Refer to Section 4 of the CAPS

#### 4. Formal assessment

In Grades 10 and 11, **FOUR TASKS** are undertaken during the year and make up 25% of the total mark for Religion Studies, while the **FIFTH task** is the end-of-year examination, will make up the remaining 75%.

#### Programme of assessment

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

The weighting of marks for the FOUR internal formal assessment tasks for Grades 10 and 11 for Religion Studies is as follows:

When recording and reporting on learner performance in Religion Studies, the following marks are applicable per term

#### Grades 10 and 11

Term	Assessment task	Mark per term		Year %
		Recording	Reporting	
1.	Written task	100	100	600/6 = 100 (SBA)
2.	Mid-year examination	300	100	
3.	Project	100	100	
	Test	100		
4.	School-based Assessment (SBA)	100		25%
	End-of-year examination	300		75%
	Total for end of year	400		100%

The SBA is calculated by adding the marks for tasks 1 to 4 out of a total of 600 and divide by 6 to arrive at the SBA mark out of 100

#### 4.4.1 EXAMINATIONS

##### GRADE 10 EXAMINATION: MID-YEAR AND END-OF-YEAR

One two-hour paper: 150 marks x 2 = 300

In Grade 10 Religion Studies examination a learner will be required to answer **THREE** questions.

The question paper will comprise **ONE** compulsory question (50 marks) and **TWO** questions of 50 marks each.

The outline below will be followed when setting the Religion Studies examination paper for Grade 10. The paper will consist of **TWO** sections

##### Section A is compulsory (50 marks)

The questions have to be a combination of two or more types of questions ranging from:

- Multiple choice
- Fill in the blanks
- True or false with reasons
- Matching columns
- One-word answers
- It may also include questions that require short explanations, definitions or brief descriptions

**Section B: Choose TWO out of THREE or FOUR questions**

Each question will consist of 50 marks: 30 for source based and 20 for extended writing.

Learners will answer a scenario-based, source-based, case study or short open-ended questions. Answers will range from short responses to paragraphs. **A short text/diagram/data/graphs/ may be provided as a stimulus.** (30 marks)

The **extended writing** piece will require learners to use their own knowledge and information to produce an essay. (20 marks)

**Section A: 50 marks + Section B 100 = 150**

**GRADE 11: MID-YEAR AND END-OF-YEAR EXAMINATIONS**

**TWO 2 HOUR PAPERS: 150 + 150 = 300**

**Paper 1: 150 Marks**

Paper 1 Topics to be covered

TOPIC		GRADE 11
1.	Variety of religions	<ul style="list-style-type: none"><li>• Main developments of religions</li><li>• Important concepts</li><li>• Approaches aimed at inter-religious dialogue</li></ul>
2.	Common features of religion as a generic and unique phenomenon	<ul style="list-style-type: none"><li>• Symbols</li><li>• Concepts: faith, worship, prayer, meditation, mysticism, spirituality and the artistic expression of religion</li><li>• Types of rituals and their role in religions</li></ul>
3.	Topical issues in society	<ul style="list-style-type: none"><li>• Religion and politics</li><li>• Co-responsibility and co-operation of religions</li></ul>
4.	Research into and across religions	<ul style="list-style-type: none"><li>• Interviews on gender issues</li></ul>

A learner will be required to answer three questions: one compulsory question and a choice of two out of three to four questions of 50 marks each.

**Paper ONE is divided into Section A and Section B**

**Section A is Compulsory (50 Marks)**

The questions have to be a combination of two or more types of questions ranging from:

- Multiple choice
- Fill in the blanks

- True or false with reasons
- Matching columns
- One-word answers
- It may also include questions that require short explanations, definitions or brief descriptions

**Section B: Choose Two out of Three or Four Questions 50 marks each.**

Learners will answer a scenario-based, source-based, case study or short open-ended questions. Answers will range from short responses to paragraphs. **A short text/diagram/data/graphs/ may be provided as a stimulus.**

**Paper TWO: 150 Marks**

**Topics to be covered in Paper 2**

TOPIC		GRADE 11
1.	Variety of religions	<ul style="list-style-type: none"> <li>• The mutual interdependence of religion and social factors</li> <li>• Influence and adaptation between religions</li> <li>• Approaches aimed at inter-religious dialogue</li> </ul>
2.	Common features of religion as a generic and unique phenomenon	<ul style="list-style-type: none"> <li>• Theories about religion</li> <li>• The nature and role of narrative and myth in religion</li> </ul>
3.	Topical issues in society	<ul style="list-style-type: none"> <li>• Religion and the state</li> <li>• How religious beliefs influence the development of state policies and practices</li> <li>• Religions and the natural environment</li> </ul>
4.	Research into and across religions	<ul style="list-style-type: none"> <li>• Interviews on gender issues</li> <li>• Relaxation and leisure from an ethical point of view</li> </ul>

**Three focused extended writing questions (choice of three out of four to five questions): 50 marks each**

- Questions will focus on analysing and interpreting generic issues pertaining to religions.
- Learners are expected to present a position on an issue/or issues from a specific religious perspective and to argue/critique this position.
- A source can be included to act as a stimulus.

**4.4.2 TEST**

**One 1 hour 30 minutes paper: 100 marks**

Religion studies test will consist of **three** questions

**SECTION A:**

Compulsory (30 marks)

**SECTION B:**

Learners will answer a short-source based questions (30 marks) and extended writing (40 marks)

## 6. Physical, Mathematical, Computer and Life Sciences

### 6.1 Physical Sciences

*Note: Refer to Section 4 of the CAPS*

#### 4.3.4 REQUIREMENTS FOR GRADE 10, 11 AND 12 PRACTICAL WORK

In grade 10 to 12 learners will do TWO experiments for formal assessment (ONE Chemistry and ONE Physics experiment). One experiment must be done in term 1 and another one in term 3. This gives a total of **TWO formal assessments in practical work** in Physical Sciences in each of Grades 10 to 12.

It is recommended that for informal assessment all learners (from Grade 10 to Grade 12) do TWO experiments (ONE Chemistry and ONE Physics experiment). Grades 10 and 11 learners should also do a project as part of informal assessment.

**Table 1: Practical work for grades 10 - 12**

Practical work	Grade 10	Grade 11	Grade 12
Experiments for <b>formal</b> assessment	1 Physics and 1 Chemistry	1 Physics and 1 Chemistry	1 Physics and 1 Chemistry
Project ( <b>informal</b> assessment)	1 (Physics and/ or Chemistry)	1 (Physics and/ or Chemistry)	NONE
Experiments ( <b>informal</b> assessment)	1 Physics and 1 Chemistry	1 Physics and 1 Chemistry	1 Physics and 1 Chemistry
<b>TOTAL</b>	<b>5</b>	<b>5</b>	<b>4</b>

The forms of assessment used should be age - and developmental level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

#### 4.4.1 Programme of formal assessment for grades 10 and 11

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each grade. The learner's performance in this Programme of Assessment will be used for promotion purposes in Grades 10 and 11. In Grades 10 and 11, assessment is school-based or internal.

The marks achieved in each of the assessment tasks that make up the Programme of Assessment must be reported to parents. These marks will be used to determine the promotion of learners in Grades 10 and 11. Table 3 illustrates an assessment plan and weighting of tasks in the programme of assessment for Physical Sciences grades 10 & 11.

TABLE 2: Programme of Assessment for grade 10						
PROGRAMME OF ASSESSMENT FOR GRADE 10						
ASSESSMENT TASKS (25%)						END-OF-YEAR ASSESSMENT (75%)
TERM 1		TERM 2		TERM 3		TERM 4
Type	Weighting and duration	Type	Weighting and duration	Type	Weighting and duration	Final Examination
<b>Experiment</b>	10% (Minimum 50 marks and minimum 2 hour duration)	<b>Mid-Year Examination</b>	30% (2 x 75 marks)  and  1,5 hours for each paper	<b>Experiment</b>	10% (Minimum 50 marks  and  minimum 2 hour duration)	(2 x 150 marks giving a total of 300 marks for papers 1 and 2.  Each paper having a duration of 3 hours)
<b>Control Test</b>	25%  (1 x 75 marks)  1,5 hrs			<b>Control Test</b>	25%  (1 x 75 marks)  1,5 hrs	
Total Weighting: 35%		Total Weighting: 30%		Total Weighting: 35%		
<b>FINAL MARK = 25% (ASSESSMENT TASKS) +75% (FINAL EXAM)=100%</b>						
<b>Assessment plan and weighting of tasks in the programme of assessment for Grade 10</b>						

TABLE 3: Programme of Assessment for grade 11						
PROGRAMME OF ASSESSMENT FOR GRADE 11						
ASSESSMENT TASKS (25%)						END-OF-YEAR ASSESSMENT(75%)
TERM 1		TERM 2		TERM 3		TERM 4
Type	Weighting and duration	Type	Weighting and duration	Type	Weighting and duration	Final Examination
<b>Experiment</b>	10% (Minimum 50 marks and minimum 2hour duration)	<b>Mid-Year Examination</b>	30%  (2 x 100 marks)  2 hrs each	<b>Experiment</b>	10% (Minimum 50 marks  and  minimum 2hour duration)	(2 x 150 marks giving a total of 300 marks for papers 1 and 2,  Each paper having a duration of 3 hours)
<b>Control Test</b>	25%  (2 x 50 marks)  1 hr each			<b>Control Test</b>	25%  (2 x 50 marks)  1 hour for each paper	
Total Weighting: 35%		Total Weighting: 30%		Total Weighting: 35%		
<b>FINAL MARK = 25% (ASSESSMENT TASKS) +75% (FINAL EXAM)=100%</b>						
<b>Assessment plan and weighting of tasks in the programme of assessment for Grades 11</b>						

## 4.6 Moderation Of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

All Grade 10 and 11 tasks are internally moderated. The subject head or departmental head for Physical Sciences at the school will generally manage this process. These tasks should also be moderated by the district and province.

All Grade 12 tasks should be internally and externally moderated. The subject head or departmental head for Physical Sciences at the school will generally manage this process in collaboration with the relevant stake holders.

A 10% sample of learners' portfolios will be moderated for schools that have more than 50 learners in the grade. If the number of learners is less than 50 a sample of 5 portfolios will be moderated.

Moderation of each term's formal experiment can be done as early as in the following term, i.e. experiment 1 can be moderated at the beginning of the second term.

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

- During onsite (face-to-face) moderation learners may be selected at random to demonstrate the different skills developed while conducting the experiments.
- During onsite moderation a random sample of learners may be selected and asked to conduct the formal experiments and to answer questions based on them.
- Learners may not request or obtain assistance from other learners during moderation.
- The school must ensure that all apparatus for these experiments are available and in working condition at school during moderation.
- Upon completion of the moderation process the moderator will, if necessary, adjust marks of the entire group upwards or downwards.
- Normal examination protocols for appeals will be adhered to.

## 6.2 Technical Sciences

*Note: Refer to Section 4 of the CAPS*

### 4. Assessment

#### 4.1 Introduction

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings; and using this information to understand and thereby assist the learners' development 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 learner's attainment of knowledge (content, concepts and skills) in a subject by collecting, analysing and interpreting the data and information obtained from this process to:

- enable the teacher to make reliable judgements about a learner's progress
- inform learners about their strengths, weaknesses and progress
- assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of the learners.

Assessment should be mapped against the content, concepts and skills, and the aims specified for Technical Sciences, and in both informal and formal assessments it is important to ensure that in the course of a school year:

- all the subject content is covered
- the full range of skills is included
- a variety of different forms of assessment are used.

#### 4.2 Informal or daily assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievements 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 separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment 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 assessment tasks are not considered for promotion and certification purposes.

Informal, on-going assessments should be used to structure the acquisition of knowledge and skill should be precursors to formal tasks in the Programme of Assessment (POA). Informal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a subject.

### 4.3 Formal assessment

FORMAL assessments consist of SBA, PAT and the Final Examination. All assessment tasks that make up the formal Programme of Assessment for the year are regarded as Formal Assessment. Examples of formal assessments include control tests, examinations and practical tasks (PAT). 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 quality assurance and to ensure that appropriate standards are maintained.

#### Formal Assessment Grades 10 and 11

Three experiments are done per year. These experiments constitute the Practical Assessment Task (PAT). One experiment is conducted per term, for terms 1 to 3.

TWO control tests, one in each of terms 1 and 3 are conducted as formal assessment, assessed and recorded. TWO examinations, one in each of terms 2 and 4 are conducted as formal assessment, assessed and recorded.

Formal Assessment Grade 10 and 11		
SBA: 25%	PAT: 25%	FINAL EXAMINATION: 50%
<ul style="list-style-type: none"> <li>• 2 control tests</li> <li>• Midyear examination (two papers)</li> </ul>	THREE experiments	Two papers

TABLE 2

#### 4.3.1 Control tests & examinations for Grades 10 and 11

Control tests and examinations should be set using an analysis grid to ensure fair distribution of cognitive levels. Control tests and examinations are written under controlled conditions within a specified period. Questions in tests and examinations should assess performance at different cognitive levels with an emphasis on process skills, critical thinking, scientific reasoning and strategies to investigate and solve problems in a variety of scientific, technological, environmental and everyday contexts.

##### 4.3.1.1 Marks and time allocation for the control test

A **single** control test should be administered in one sitting and under controlled conditions. The control test will consist of one paper ONLY.

Table 3: Mark allocation and Duration of control tests

Grade	Minimum Marks	Duration
10	50	1 hour
11	50	1 hour
12	75	1 hour

### 4.3.1.2 Structure of the Examinations

The question paper could comprise of multiple choice, matching-columns and structured questions. However, multiple choice and matching-columns questions should have a maximum weighting of 10% each. It is not compulsory for a paper to have both multiple choice and matching-column questions, but it should have at least one of them together with structured questions.

### 4.3.1.3 Content for control tests and examinations for grades 10, 11 and 12

**Table 4: Content for control tests and examinations for grades 10 and 11**

Grade	Assessment Item	Content covered	Term
10	Control test 1	Units and measurements Scientific notation Working with formulae Rate Vectors and scalars Motion in one dimension Forces	1
	Midyear Exam	Units and measurements Scientific notation Working with formulae Rate Vectors and scalars Motion in one dimension Forces Moments of forces Laws of moments Beams Simple machines Energy Classification of matter	2
	Control test 2	Metals, metalloids and non-metals Electrical conductors, semiconductors and insulators Thermal conductors Magnetic and non-magnetic materials Structure of the atom Electrostatics Electric circuits	3

Grade	Assessment Item	Content covered	Term
11	Control test 1	Signs and conversions Graphs Theorem of Pythagoras an its application Co-linear vectors Co-planar vectors Resultant of forces in two dimensions Resolution of forces into components Frictional forces Magnet The magnetic field Poles of permanent magnet Direction of magnetic field Magnetic field of a bar magnet Force of a magnet Properties of magnetic field lines Earth's Magnetic Field	1
	Midyear Exam	Signs and conversions Graphs Theorem of Pythagoras an its application Co-linear vectors Co-planar vectors Resultant of forces in two dimensions Resolution of forces into components Frictional forces Magnet The magnetic field Poles of permanent magnet Direction of magnetic field Magnetic field of a bar magnet Force of a magnet Properties of magnetic field lines Earth's Magnetic Field Pulses Waves Wave terminology Superposition of waves Sound waves	2
	Control test 2	Coulombs law Electric fields Application of electrostatics Electric circuits Heat Thermodynamics	3

Grade	Assessment Item	Content covered	Term
12	Control test 1	Newton's laws of motion Momentum Work, energy and power Elasticity	1
	Mid-year Examination	Newton's laws of motion Momentum Work, energy and power Elasticity Viscosity Hydraulics Electronic properties of matter Organic chemistry Light Electromagnetic radiation	2
12	Preparatory Examination	All content, concepts and skills as prescribed in the CAPS for terms 1- 3	3
10-12	Final Examination	Grade 10-12: All content, concepts and skills as prescribed in the CAPS for terms 1- 4.	4

### 4.3.2 Mid-year and Preparatory examinations

The Mid-year and Preparatory examinations will each consist of TWO papers and will be internally set, marked and moderated, unless otherwise instructed by provincial or national departments of education. The question paper could comprise of multiple choice, matching-columns and structured questions. However, multiple choice questions and matching-columns questions should have a maximum weighting of 10% each. It is not compulsory for a paper to have both multiple choice and matching-column questions, but it should have at least one of them together with structured questions. Mid-year examination papers should consist of term 1 and term 2 content, concepts and skills and the preparatory examination for grade 12 should consist of all content, concepts and skills as prescribed in the CAPS for terms 1- 3.

### 4.3.3 End-of-year examinations

#### Grades 10 and 11 Final Examination (internal assessment)

The end-of-year examination paper for Grades 10 and 11 will be internally set, marked and moderated, unless otherwise instructed by provincial or national departments of education. The internally set, marked and moderated examination will consist of ONE paper. The question paper could comprise of multiple choice, matching-columns and structured questions. However, multiple choice questions and matching-columns questions should have a maximum weighting of 10% each. It is not compulsory for a paper to have both multiple choice and matching-column questions, but it should have at least one of them together with structured questions.

#### Grade 12 Final Examination (external assessment)

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

The core content outlined in the Technical Sciences Curriculum and Assessment Policy Statement (CAPS) is compulsory

and will be examined in TWO papers. Note that all the topics in the Grade 12 curriculum are examinable at the end of year examination. The question paper could comprise of multiple choice, matching-columns and structured questions. However, multiple choice questions and matching-columns questions should have a maximum weighting of 10% each. It is not compulsory for a paper to have both multiple choice and matching-column questions, but it should have at least one of them together with structured questions. The final end-of-year examination is nationally set, marked and moderated. All the questions will focus on content as stated in the National Curriculum Statement.

**Table 5: Year -end examination content for final examinations**

Grade	Content
10	Mechanics Electricity and Magnetism Matter and materials Heat and thermodynamics
11	Mechanics Electricity and Magnetism Chemical change, Heat and thermodynamics, Waves and Sound
12	Mechanics Electricity and Magnetism Matter and Materials Chemical change, Waves Sound and Light

**Table 6: Marks and duration for examination papers**

**Table 6.1: Grade 10**

Grade 10	Examination	Maximum marks	Duration
	<b>Mid-year examination</b>		
	Paper 1	150	3 hours
	Paper 2	80	1.5 hours
<b>Final examination</b>			
	Paper 1	150	3 hours
	Paper 2	80	1.5 hours

**Table 6.2: Grade 11**

Grade 11	Examination	Maximum marks	Duration	
	<b>Mid-year examination</b>			
		Paper 1	150	3 hours
		Paper 2	80	1.5 hours
	<b>Final examination</b>			
		Paper 1	150	3 hours
	Paper 2	80	1.5 hours	

**Table 7: Weighting of topics for final examination papers in grades 10 and 11**

Grade	Content	% Combined Weighting Overall	% Weighting in Paper 1	% Weighting in Paper 2
<b>10</b>	Mechanics	47	68	---
	Electricity and Magnetism	22	32	---
	Matter and material	26	---	84
	Heat and Thermodynamics	5	---	16
<b>11</b>	Mechanics	25	32	---
	Electricity and Magnetism	28	36	---
	Chemical change	11	---	50
	Heat and Thermodynamics	11	---	50
	Waves, Sound and Light	25	32	---

#### 4.3.4 COGNITIVE LEVELS

All assessment tasks should address the cognitive levels in Table 7.

**Table 8: Weighting and description of cognitive levels**

Cognitive levels	Description	% Weighting for papers 1 and 2
1	Remembering	25%
2	Understanding	30%
3	Analysing and application	40%
4	Creating and Evaluating	5%

#### 4.3.5 Practical Assessment Task (PAT)

The requirements for the Practical Assessment Task (PAT) are as follows:

- PAT accounts for the skills the learner has mastered;
- PAT accounts for 25% of the learner's final examination mark;
- The PAT in each of grade 10,11 and 12 will consist of 3 experiments
- The PAT must be conducted under controlled conditions;

- The PAT will assess a range of skills that are relevant for the study of Technical Sciences. Some examples of these skills are classifying, assembling equipment; observing, troubleshooting; communicating, measuring, designing an investigation, conducting an experiment, drawing and evaluating conclusions, formulating models, hypothesising, identifying and controlling variables, inferring, observing and comparing, interpreting, analysing, predicting, problem-solving and reflective skills;
- Each learner is required to conduct each experiment in the PAT;
- Each learner is assessed as an individual for the PAT;
- Each learner is expected to write his/her individual report on the PAT.

The table below shows the schedule and weighting of Practical Assessment Task (PAT) experiments.

**Table 9: PAT**

Description	Time Frame	Weighting in terms of final PAT mark
Experiment	Term 1	40%
Experiment	Term 2	30%
Experiment	Term 3	30%
Total PAT Mark		100%

Note: Each experiment can be set out of a minimum of 30 marks and the total mark should be converted as per the prescribed weighting.

#### **4.3.6 Assessment of PAT**

The assessment tools used, specifying the assessment criteria for each task will be indicated by the nature of the task and the focus of assessment. The assessment tool could be any one or a combination of rubrics, checklists, observation schedules and memoranda.

#### **Grade 10 – 11:**

The grades 10 and 11 PAT is internally set and moderated unless otherwise instructed by provincial or national departments of education.

#### **Grade 12:**

The grade 12 PAT should be externally set and moderated.

#### 4.4 PROGRAMME OF ASSESSMENT

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. Formal assessment consists of three components: SBA (25 %), PAT (25%) and the final examination which makes up the remaining 50%.

Tables 10 and 11 illustrate the assessment plan and weighting of tasks in the programme of assessment

The following is Table 10 giving the Programme of Assessment for Grade 10.

Table 10: Assessment in grade 10								
Programme of Assessment for Technical Sciences Grade 10								
Assessment Tasks		Term 1	Term 2	Term 3	Term 4	% of Final Promotion Mark		Marks
SBA	Control Test 1 (30% of SBA)	1 paper				7,5	25%	The marks of all three tasks are converted according to the weightings to give a total mark out of 100
	Mid-year examination (40% of SBA)		2 papers			10		
	Control test 2 (30% of SBA)			1 paper		7,5		
PAT	Experiment (40% of PAT)	1				10	25%	The marks of all four tasks are converted according to the weightings to give a total mark out of 100
	Experiment (30% of PAT)		1			7.5		
	Experiment (30% of PAT)			1		7.5		
Final Examination	2 Final Examination papers				2 Papers	50	50%	2 papers Paper 1 of 150 marks for 3 hours Paper 2 of 80 marks for 1,5 hours.
Final Promotion Mark							100	SBA + PAT + Final Examination = 100 + 100 + 200 = 400

The following is Table 11 giving the Programme of Assessment for Grade 11.

<b>Table 11: Assessment in grade 11</b>								
<b>Programme of Assessment for Technical Sciences Grade 11</b>								
<b>Assessment Tasks</b>		<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>% of Final Promotion Mark</b>		<b>Marks</b>
<b>SBA</b>	Control Test 1 (30% of SBA)	1 paper				7,5	25%	The marks of all three tasks are converted according to the weightings to give a total mark out of 100
	Mid-year examination (40% of SBA)		2 papers			10		
	Control test 2 (30% of SBA)			1 paper		7,5		
<b>PAT</b>	Experiment (40% of PAT)	1				10	25%	The marks of all four tasks are converted according to the weightings to give a total mark out of 100
	Experiment (30% of PAT)		1			7.5		
	Experiment (30% of PAT)			1		7.5		
<b>Final Examination</b>	2 Final Examination papers				2 Papers	50	50%	2 papers Paper 1 of 150 marks for 3 hours Paper 2 of 80 marks for 1,5 hours.
<b>Final Promotion Mark</b>							100	SBA + PAT + Final Examination = 100 + 100 + 200 = 400

### Maximum marks for the Final Examination, SBA, and PAT

**Table 12: Formal assessment marks**

<b>Description</b>	<b>Maximum Mark</b>
SBA	100 marks
PAT	100 marks
Final Examination	200 marks
<b>Programme of Assessment</b>	<b>400 marks</b>

## 4.5 RECORDING AND REPORTING

Recording is a process in which a teacher documents the level of a learner's performance in a specific assessment task. It indicates learner's progress towards the achievement of knowledge and skills as prescribed in the Curriculum and Assessment Policy Statement. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and readiness to progress or to be promoted to the next grade. 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 several ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject.

#### **4.5.1 Recording and reporting in the first, second and third terms**

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. **The term reporting will be based on the SBA and PAT tasks per term.** The term will be made of **25% PAT and 75% SBA.**

#### **4.5.2 Recording and reporting at the end of the academic year**

The term will be made of **25% PAT and 75% SBA** for terms 1 to 3. At the end of the year the final mark will be made of **25% SBA, 25% PAT and 50% Final Examinations.** The weighting of tasks in the Programme of Assessment must be strictly adhered to when calculating the final mark of the learner for promotion purposes in each of Grades 10, 11 and 12, at the end of the of each reporting period.

### **4.6 MODERATION OF FORMAL ASSESSMENT**

#### **4.6.1 Moderation of SBA for grade 10-12**

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

All formal tasks are internally/externally moderated. The subject head or departmental head for Technical Sciences at the school will generally manage this process at the school level. SBA tasks should be moderated at all levels (*school/cluster/district/province/national*).

#### **4.6.2 Moderation of PAT for grade 10-12**

Moderation of each term's PAT component can be done as early as the following term, i.e. experiment 1 can be moderated as soon as the second term starts.

#### **The moderation process is as follows:**

- During onsite (face-to-face) moderation learners may be selected at random to demonstrate the different skills developed while conducting the experiments.
- During onsite moderation a 10% random sample of learners may be selected and asked to conduct the PAT experiments and to answer questions based on them.
- Learners may not request or obtain assistance from other learners during moderation.
- The school must ensure that all apparatus for the PAT experiments are available and in working condition at school during moderation.
- Upon completion of the moderation process the moderator will, if necessary, adjust marks of the entire group upwards or downwards.

- Normal examination protocols for appeals will be adhered to.

## APPENDIX 1

### 4.8 Assessment taxonomy for Technical Sciences

The table below provides a possible hierarchy of cognitive levels that must be used to ensure that tasks include opportunities for learners to achieve at various levels. The verbs given in the fifth column below could be useful when formulating questions associated with the cognitive levels given in the first column.

#### APPENDIX 1: Assessment taxonomy for Technical Sciences

DESCRIPTION OF COGNITIVE	LEVEL	EXPLANATION	SKILLS DEMONSTRATED	ACTION VERBS
CREATING	4	The learner creates new ideas and information using the knowledge previously learned or at hand. At the extended abstract level, the learner makes connections not only within the given subject area but also beyond it and generalises and transfers the principles and ideas underlying the specific instance. The learner works with relationships and abstract ideas.	<ul style="list-style-type: none"> <li>• Generating</li> <li>• Planning</li> <li>• Producing</li> <li>• Designing</li> <li>• Inventing</li> <li>• Devising</li> <li>• Making</li> </ul>	Devise, predict, invent, propose, construct, generate, make, develop, formulate, improve, plan, design, produce, forecast, compile, originate, imagine
EVALUATING		The learner makes decisions based on in-depth reflection, criticism and assessment. The learner works at the extended abstract level.	<ul style="list-style-type: none"> <li>• Checking</li> <li>• Hypothesising</li> <li>• Critiquing</li> <li>• Experimenting</li> <li>• Judging</li> <li>• Testing</li> <li>• Detecting</li> <li>• Monitoring</li> </ul>	Combine, integrate, modify, rearrange, substitute, compare, prepare, generalise, rewrite, categorise, combine, compile, reconstruct, organise, justify, argue, prioritise, judge, rate, validate, reject, appraise, judge, rank, decide, criticise
ANALYSING	3	The learner appreciates the significance of the parts in relation to the whole. Various aspects of the knowledge become integrated, the learner shows a deeper understanding and the ability to break down a whole into its component parts. Elements embedded in a whole are identified and the relations among the elements are recognised.	<ul style="list-style-type: none"> <li>• Organising</li> <li>• Comparing</li> <li>• Deconstructing</li> <li>• Attributing</li> <li>• Outlining</li> <li>• Finding</li> <li>• Structuring</li> <li>• Integrating</li> </ul>	Analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, infer, break down, contrast, distinguish, draw, illustrate, identify, outline, point out, relate, question, appraise, argue, defend, debate, criticise, probe, examine, investigate, experiment
APPLYING		The learner has the ability to use (or apply) knowledge and skills in other familiar situations and new situations.	<ul style="list-style-type: none"> <li>• Implementing</li> <li>• Carrying out</li> <li>• Using</li> <li>• Executing</li> </ul>	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, construct, manipulate, prepare, produce, draw, make, compile, compute, sequence, interpret

DESCRIPTION OF COGNITIVE	LEVEL	EXPLANATION	SKILLS DEMONSTRATED	ACTION VERBS
<b>UNDERSTANDING</b>	<b>2</b>	The learner grasps the meaning of information by interpreting and translating what has been learned.	<ul style="list-style-type: none"> <li>• Exemplifying</li> <li>• Comparing</li> <li>• Explaining</li> <li>• Inferring</li> <li>• Classifying</li> </ul>	summarise, describe, interpret, calculate, contrast, associate, distinguish, estimate, differentiate, discuss, extend, comprehend, convert, explain, give example, rewrite, infer, review, observe, give main idea
<b>REMEMBERING</b>	<b>1</b>	The learner is able to recall, remember and restate facts and other learned information.	<ul style="list-style-type: none"> <li>• Recognising</li> <li>• Listing</li> <li>• Describing</li> <li>• Identifying</li> <li>• Retrieving</li> <li>• Recalling</li> <li>• Naming</li> </ul>	list, define, tell, describe, identify, show, know, label, collect, select, reproduce, match, recognise, examine, quote, name

## 6.3 Mathematical Literacy

### Programme of Assessment

The following tables provide the Programme of Assessment for Grades 10 and 11 showing the weighting of assessment tasks

Table 4: The weighting of assessment tasks

	SCHOOL BASED ASSESSMENT (25%)				EXAMINATION (75%)
	Term 1	Term 2	Term 3	Term 4	
Grade 10	Assignment (10%)	Assignment (10%)	Investigation (10%)	REVISION	Examination
	Test (20%)	Examination (30%)	Test (20%)		
Grade 11	Assignment (10%)	Assignment (10%)	Investigation (10%)		Examination
	Test (20%)	Examination (30%)	Test (20%)		

The suggested Programme of Assessment assumes that:

- all the topics and sections are addressed throughout the year;
- the topics are weighted in accordance with the suggested minimum weightings for each topic outlined in Chapter 2 of this document;
- content and/or skills are integrated across a variety of topics throughout teaching and learning, and in the assessment activities.
- 1-2 weeks may be allocated as duration to complete and submit the Assignment or Investigation.
- The weightings for quarterly reporting will be allocated as 25% assignment or investigation and 75% control test or examination.

### THE STRUCTURE OF THE PAPERS

Table 5: Weighting per application topic:

	Topic	Weighting (%)
<b>Basic Skills Topics</b>	Interpreting and communicating answers and calculations	No weighting is provided for these topics. Rather, they will be assessed in an integrated way in the Application Topics on both papers.
	Numbers and calculations with numbers	
	Patterns, relationships and representations	

TOPIC	PAPER 1	WEIGHTING
Application topics	Finance	60% ( $\pm 5$ )
	Data Handling	35% ( $\pm 5$ )
	Probability	5%

TOPIC	PAPER 2	WEIGHTING
Application topics	Maps, plans and other representation of the physical world	40% ( $\pm 5$ )
	Measurement	55% ( $\pm 5$ )
	Probability	5%
<p>N.B. The policy caters for the variance of <math>\pm 5\%</math> for each topic except probability.</p> <p>Section in Finance: (Income, Expenditure, Profit/loss, Income-and-Expenditure statements and Budgets, Cost price and Selling price)</p>		

**Table 7: Percentage of marks to be allocated to the different assessment taxonomy levels in examinations in Grades 10 and 11**

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

The first question in paper 1 end of year exam should integrate content from Finance and Data handling such that all the questions are pitched at cognitive level 1. The question should carry 20%, with  $\pm 5\%$  permissible deviation.

The same format should also be applied in paper 2.

i.e The first question in paper 2 end of year exam should integrate content from Measurement and Maps, plans and other representation of the physical world such that all the questions are pitched at cognitive level 1. The question should carry 20%, with  $\pm 5\%$  permissible deviation.

## 6.4 Computer Applications Technology

Note: Refer to Section 4 of the CAPS

### Programme of assessment

Grade 10 Programme of Assessment								
TASKS	TERM 1	TERM 2			TERM 3		TERM 4	
	Task 1	Task 2	Task 3		Task 4	Task 5	Task 6	
ASSESSMENT	Theory Test <sup>1</sup>	Practical Test	Mid-Year Practical Exam	Mid-Year Theory Exam	Practical Test	Theory Test / Alternative Assessment:	Year End Practical Exam	Year End Theory Exam
TOTAL MARKS	Minimum 50	Minimum 50	Minimum 120	Minimum 120	Minimum 50	Minimum 50	120	120
TIME ALLOCATION	Minimum 60 Minutes	Minimum 60 Minutes	Minimum 2.5 Hours	Minimum 2.5 Hours	Minimum 60 Minutes	Minimum 60 Minutes	Minimum 2.5 Hours	Minimum 2.5 Hours
<b>Practical Assessment Task 25%</b>								

### Grade 11 Programme of Assessment

TASKS	TERM 1		TERM 2		TERM 3		TERM 4	
	Task 1	Task 2	Task 3		Task 4	Task 5	Task 6	
ASSESSMENT	Theory Test	Practical Test	Mid-Year Practical Exam	Mid-Year Theory Exam	Practical Test	Theory Test / Alternative Assessment:	Year End Practical Exam	Year End Theory Exam
TOTAL MARKS	Minimum 50	Minimum 50	Minimum 120	Minimum 120	Minimum 50	Minimum 50	150	150
TIME ALLOCATION	Minimum 60 Minutes	Minimum 60 Minutes	Minimum 2.5 Hours	Minimum 2.5 Hours	Minimum 60 Minutes	Minimum 60 Minutes	3 Hours	3 Hours
<b>Practical Assessment Task 25%</b>								

For both Grade 10 and 11, Task 5 (Term 3) could be a test or alternative assessment task, such as a case study or a survey (see next page).

#### 4.3.2 Alternative types of assessment

Alternative assessment is an alternative to standard tests and exams. It provides a true evaluation of what the learner has learned, going beyond acquired knowledge and skills by looking at their application of this knowledge and skills.

An alternative type of assessment for CAT is a survey and a case study. A survey and a case study are optional assessments to a test.

#### Survey

The survey will assess skills and knowledge acquired for the section Information Management. It will also twin as preparation for the relevant section in the Practical Assessment Task.

The survey has two sections to this assessment task:

- Section 1

Create a questionnaire to gather responses from an indicated number of respondents to a given scenario. The findings of the survey will be presented to a target audience indicated in the instructions. This section of the task

should be done under controlled conditions. At the end of the duration the questionnaire must be handed in/submitted for marking.

- Section 2

Present the questionnaire to respondents for completing. The responses must then be processed in a spreadsheet according to the instructions given. Findings of survey will be submitted together with the completed questionnaires. Section 2 to be handed in at a date stipulated in the instructions of the task.

The survey can also be presented as an integrated task (practical and theory) in which some questions/instructions will assess the theory aspects of Information Management. Skills and knowledge assessed must accommodate the required cognitive levels.

### Case study

Case studies are in-depth investigations of real-life situation. Data is gathered from a variety of sources and by using several different methods. A case study involves an in-depth and detailed examination of a scenario, as well as its related contextual conditions.

The duration of a case study should be 45 to 60 minutes.

## 6.4.1 SBA weighting and term reporting

### Grade 10

ASSESSMENTS	TERM 1	TERM 2		TERM 3		Final SBA		
	Theory Test 1	Practical Test 2	Mid-Year Exam P1	Mid-Year Exam P2	Practical Test 3	Test 4 / Alternative Assessment	Term 1+2+3	
SBA WEIGHT	7,5%	7,5%	70% (35% + 35%)		7,5%	7,5%	100	Converted to 25%
TERM REPORTING	Convert to 100%	Convert to 25%	Convert to 75%		Convert to 50%	Convert to 50%		
	100%	25% + 75% = 100%		50% + 50%=100%				

### Grade 11

ASSESSMENTS	TERM 1		TERM 2		TERM 3		Final SBA	
	Theory Test 1	Practical Test 2	Mid-Year Exam P1	Mid-Year Exam P2	Practical Test 3	Test 4 / Alternative Assessment	Term 1+2+3	
SBA WEIGHT	7,5%	7,5%	70% (35% +35%)		7,5%	7,5%	100	Convert to 25%
TERM REPORTING	Convert to 50%							
	50% + 50% = 100%		50% + 50% = 100%		50% + 50%=100%			

### (Footnotes)

1 Theory questions based on practical content covered to be included

## 6.5 Information Technology

Note: Refer to Section 4 of the CAPS

### SECTION 4

#### 4.3 Programme of Assessment

The following tables provide the programme of assessment requirements for Information Technology:

In the table below a more detailed programme of assessment

##### Grade 10

Tasks	Term 1	Term 2		Term 3		Term 4		
	Task 1	Task 2	Task 3		Task 4	Task 5	Task 6	
<b>Assessment</b>	Test 1 Theory	Test 2 Practical	Mid-Year Practical Exam	Mid-Year Theory Exam	Theory Task: Open book test or Case Study or Integrated test	Test 5 Practical	Year-end Practical Exam	Year-end Theory Exam
<b>SBA Weighting</b>	12%	12%	52%		12%	12%		
<b>Promotion Weighting</b>	Convert to 25%						Convert to 25%	Convert to 25%
<b>Total Marks</b>	Minimum 45	Minimum 45	Minimum 100	Minimum 100	Minimum 45	Minimum 45	Minimum 120	Minimum 120
<b>Time Allocation</b>	Minimum 60 minutes	Minimum 60 minutes	Minimum 2½ hours	Minimum 2 hours	Minimum 60 minutes	Minimum 60 minutes	3 hours	Minimum 2½ hours
					Promotion weighting of PAT: 25%			

##### Grade 11

Tasks	Term 1		Term 2		Term 3		Term 4	
	Task 1	Task 2	Task 3		Task 4	Task 5	Task 6	
<b>Assessment</b>	Test 1 Theory	Test 2 Practical	Mid-Year Practical Exam	Mid-Year Theory Exam	Open book test or Case Study or Integrated test	Test 5 Practical	Year-end Practical Exam	Year-end Theory Exam
<b>SBA Weighting</b>	7,5%	7,5%	70%		7,5%	7,5%		
<b>Promotion Weighting</b>	Convert to 25%						Convert to 25%	Convert to 25%
<b>Total Marks</b>	Minimum 45	Minimum 45	Minimum 120	Minimum 120	Minimum 45	Minimum 45	150	150
<b>Time Allocation</b>	Minimum 60 minutes	Minimum 60 minutes	3 hours	Minimum 2½ hours	Minimum 60 minutes	Minimum 60 minutes	3 hours	3 hours
					Promotion weighting of PAT: 25%			

For both Grade 10 and 11, Task 4 (Term 3) could be a test or alternative assessment task, such as a case study or integrated test (see next page).

### **Alternative Assessment**

Alternative assessment is an alternative to standard tests and exams. It provides a true evaluation of what the learner has learned, going beyond acquired knowledge by looking at their application of this knowledge.

### **Integrated task/test**

An integrated task/test requires learners to be able to apply their knowledge and skills in both theory and practical work that was covered. Testing these types of scenarios e.g. database theory together with database practical, algorithm with implementation and using a trace table to debug a programme.

### **Case study**

Case studies are investigations of real-life situation or simulation thereof. Data is gathered from a variety of sources and by using several different methods. A case study requires an in-depth, and detailed examination of a scenario, as well as the related contextual conditions.

Each test, open book test, alternative assessment task and examination must reflect different cognitive levels.

## 6.6 Life Sciences

Note: Refer to Section 4 of the CAPS

### Grade 10 and 11

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

30%	40%	25%	5%
<b>Easy</b> for the average learner to answer.	<b>Moderately</b> challenging for the average learner to answer.	<b>Difficult</b> for the average learner to answer.	<b>Very difficult</b> for the average learner to answer. The skills and knowledge required to answer the question allows for level 7 learners (extremely high-achieving/ability learners) to be discriminated from other high ability/proficiency learners.

#### Other factors besides the type of cognitive demand affect the degree of difficulty of examination/test questions.

We know this because questions that align to a particular type of cognitive demand are not always as difficult as other questions that align to the same cognitive demand. For example:

- a recall question that asks students to recall an abstract theory, or complex content is often much more difficult to accomplish than one which asks candidates to recall a simple fact (i.e. differences in content difficulty).
- a question that requires recalling an ordered sequence of events and which entails writing a few sentences is generally easier than one which involves the same type of cognitive demand but entails writing a whole essay (i.e. differences in 'writing difficulty').
- literal comprehension of source material comprising a simple contemporary magazine article is generally easier than literal comprehension of a classical work because of differences in the content, vocabulary, sentence and organisational structure, register, diction, literary techniques, abstractness of ideas and imagery, and background knowledge required (i.e. differences in 'reading difficulty').

**In addition** to identifying the **type of cognitive demand** made in each examination/test question, examiners are asked to use their knowledge of the subject, their experience of teaching it and marking and/or moderation experience to make judgments about whether each examination/test question is easy, moderately difficult, difficult, or very difficult for the average learner in the grade. .

To judge the level of difficulty of each examination/test question, you need to consider both the demands that each question makes on the cognitive schema of an average learner and the intrinsic difficulty of the question or task. To make this judgment, you need to identify where the difficulty or ease in a particular question resides.

The framework **for thinking about question or item difficulty** comprises the following four general categories of difficulty:

- Content (topic/concept) difficulty;
- Stimulus (question and source material) difficulty;

- Task (process) difficulty; and
- Expected response (memo) difficulty.

### Framework for thinking about question difficulty

Content/concept difficulty	Stimulus difficulty	Task difficulty	Expected response difficulty
<p><b>Content/concept difficulty</b> indexes the difficulty in the <b>subject matter, topic or conceptual knowledge</b> assessed or required. In this judgment of the item/question, difficulty exists in the <b>academic and conceptual demands</b> that questions make and/or the <b>grade level</b> boundaries of the various ‘elements’ of domain/subject knowledge (topics, facts, concepts, principles and procedures associated with the subject).</p>	<p><b>Stimulus difficulty</b> refers to the difficulty of the linguistic <b>features of the question</b> (linguistic complexity) and the challenge that candidates face when they attempt to read, interpret and understand the words and phrases in the question AND when they attempt to read and understand the <b>information or ‘text’ or source material</b> (diagrams, tables and graphs, pictures, cartoons, passages, etc.) <b>that accompanies the question.</b></p>	<p><b>Task difficulty</b> refers to the <b>difficulty that candidates confront when they try to formulate or produce an answer.</b></p>	<p><b>Expected response difficulty</b> refers to difficulty imposed by examiners in a <b>mark scheme and memorandum.</b> This location of difficulty is more applicable to ‘constructed’ response questions, as opposed to ‘selected’ response questions (such as multiple choice, matching/true-false).</p>

Examiners should analyse the items in their papers to ensure the paper is **not too easy** or **too difficult** even if the cognitive demand of the paper is according to the standard.

### 4.3.1 Weighting of Cognitive levels for the assessment of content in Grades 10, 11 and 12

Knowing science	Understanding science	Applying scientific knowledge	Evaluating, analysing and synthesising scientific knowledge
40%	25%	20%	15%
<p>To <b>recall</b> or <b>recognise explicit</b> information, details, facts, formulas, terms, definitions, procedures, representations <b>from memory or from material provided.</b></p>	<p>To <b>communicate understanding</b> of a Life Sciences concept, idea, explanation, model, or theory, for example to:</p> <p><b>Interpret:</b> change from one form of representation to another (e.g. pictures to words; words to pictures; numbers to words, words to numbers, pictures to numbers)</p> <p><b>Exemplify:</b> Find a specific example or illustration of a concept or principle</p> <p><b>Classify:</b> Determine that something belongs to a category.</p> <p><b>Summarize:</b> Abstract a general theme or major points.</p> <p><b>Infer:</b> Draw a logical conclusion from presented information.</p> <p><b>Compare:</b> Detect similarities and differences between two objects or concepts.</p> <p><b>Explain why:</b> create a cause-and-effect model of a system or concept.</p>	<p>To use, <b>perform</b> or follow <b>a basic/</b> standard/ routine <b>procedure/rule/method/</b> operation.</p> <p>To use/<b>apply understanding</b> of Life Sciences concepts, facts or details from a known context to an unfamiliar context.</p>	<p><b>Analyse complex information</b></p> <p>To adapt a variety of appropriate strategies to <b>solve novel/ non-routine/</b> complex/ open-ended <b>problems. To apply multi-step procedures.</b></p> <p><b>Evaluate</b></p> <p>To evaluate or make critical <b>judgement</b> (for example, on qualities of accuracy, consistency, acceptability, desirability, worth or probability) using background knowledge of the subject.</p> <p>Judge, critique</p> <p><b>Create a new product</b></p> <p>To <b>integrate</b> life sciences concepts, principles, ideas and information, make connections and relate parts of material, ideas, information or operations to one another and to an overall structure or purpose.</p>

### 4.3.2 The instructional verbs used in examination/test questions

<b>Verb</b>	<b>Explanation</b>
Analyse	Separate, examine and interpret
Calculate	This means a numerical answer is required – in general, you should show your working, especially where two or more steps are involved
Classify	Group things based on common characteristics
Compare	Point out or show both similarities and differences between things, concepts or phenomena
Contrast	Compare two or more things to show the differences between them
Define	Give a clear meaning
Describe	State in words (using diagrams where appropriate) the main points of a structure/process/phenomenon/investigation
Determine	To calculate something, or to discover the answer by examining evidence
Differentiate	Use differences to qualify categories
Discuss	Consider all information and reach a conclusion
Explain	Express your answer in cause-effect or statement and reason sequence
Identify	Name the essential characteristics
Label	Identify on a diagram or drawing
List	Write a list of items, with no additional detail
Mention	Refer to relevant points
Name	Give the name (proper noun) of something
State	Write down information without discussion
Suggest	Offer an explanation or a solution
Tabulate	Draw a table and indicate the answers as direct pairs

## Assessment requirements for Life sciences:

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

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

#### Composition of the SBA component for Grades 10 & 11

TERM	Task	Weighting (% of SBA)	% of Reporting mark per term	% of Promotion Mark
1	Practical Minimum 30 marks	15	25	25
	Test Minimum 50 marks	15	75	
2	Practical Minimum 30 marks	15	25	
	Mid-year Exam One paper - 150 marks Duration: 2½ hours	25	75	
3	Project/Assignment* Minimum 50 marks	15	25	
	Test Minimum 50 marks	15	75	
	<b>Total</b>	<b>100</b>		
	FINAL EXAM (Paper 1 + Paper 2) Duration: 2½ hours for each paper 150 marks for each paper	<b>300</b>		75

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

- The project/assignment can be done in any term (1-3) but must be recorded in term 3.
- The final SBA mark is weighted as follows:
- Test and examinations: 55%
- Practical tasks and assignment/ project: 45%

## 4.5 Format of a Life Sciences examination paper

The one paper will be:

Sections	Type of questions	Marks
<b>A</b>	A variety of short answer questions, objective questions for example MCQ, Terminology, columns/ statement and items, data-response	50
<b>B</b>	A variety of questions types. 2 questions of 50 marks each divided into 2 – 4 subsections	2 x 50

## 4.5 The end-of-year examinations:

### 4.5.1 Grade 10

The examination will consist of two examination papers of 2½ hours and 150 marks each. The weighting and assessment of topics in Paper 1 and Paper 2 will be as follows:

#### Paper 1

Topic	Time	Weighting	
		%	Marks
<b>Term 1:</b>			
Chemistry of Life	3½ weeks	21	33
Cells: Basic units of life	2 weeks	13	19
Cell division: Mitosis	2 weeks	13	19
Plant and animal tissues	1½ week	19	28
<b>Term 2:</b>			
Plant and animal tissues	1½ weeks		
Plant organs (Leaf)	1 week	6	9
Support and Transport Systems: Plants	2½ weeks	15	23
Support Systems: Animals	2 weeks	13	19
<b>Totals</b>	<b>16 weeks</b>	<b>100</b>	<b>150</b>

#### Paper 2

Topic	Time	Weighting	
		%	Marks
<b>Term 3:</b>			
Transport Systems in mammals	3 weeks	21	32
Biosphere to Ecosystems	5 weeks	36	54
Biodiversity and Classification	2 week	14	21
<b>Term 4:</b>			
History of life and Earth	4 weeks	29	43
<b>Totals</b>	<b>14 weeks</b>	<b>100</b>	<b>150</b>

The weighting per topic must serve as a guideline for teachers; slight deviations in respect of the number of marks allocated to a topic are acceptable. The purpose of providing the weighting is to ensure that all topics are covered according to approximately the correct weighting.

## 4.5.2 Grade 11

The examination will consist of two examination papers of 2½ hours and 150 marks each. The weighting and assessment of topics in Paper 1 and Paper 2 will be as follows:

### Paper 1

Topic	Time	Weighting	
		%	Marks
<b>Term 1 and 2:</b>			
Energy transformation to sustain Life: Photosynthesis	3 weeks	21	31
<b>Term 2</b>			
Animal nutrition	3 weeks	21	31
Energy transformation: Respiration	2 weeks	14	22
<b>Term 3:</b>			
Gas exchange	3 weeks	21	31
Excretion in humans	3 weeks	21	31
<b>Totals</b>	<b>14 weeks</b>	<b>100</b>	<b>150</b>

### Paper 2

Topic	Time	Weighting	
		%	Marks
<b>Term 1:</b>			
Biodiversity and classification of micro-organisms	3 weeks	19	29
Biodiversity in plants and reproduction	3 weeks	19	29
Biodiversity of animals	2 weeks	12	18
<b>Term 3:</b>			
Population Ecology	4 weeks	25	37
<b>Term 4:</b>			
Human impact on the environment	4 weeks	25	37
<b>Totals</b>	<b>16 weeks</b>	<b>100</b>	<b>150</b>

The weighting per topic must serve as a guideline for teachers; slight deviations in respect of the number of marks allocated to a topic are acceptable. The purpose of providing the weighting is to ensure that all topics are covered in approximately the correct weighting.

The weighting per topic must serve only as a guideline to teachers and examiners and is included to ensure that all topics are adequately covered in examinations. The number of marks per topic is not expected to be exactly according to this weighting in the examination papers.

## 7. Services

### 7.1 Consumer Studies

Note: Refer to Section 4 of the CAPS

#### Section 4

#### 4.3 Formal Assessment

##### 4.3.1 The formal assessment requirements for Consumer Studies are as follows:

- **Three formal theoretical assessment tasks** must be completed during the school year in Grades 10-12.
- **The three formal written assessment tasks** and **three practical lesson tasks** (consisting of eight weekly practical lessons.) in Grades 10 – 11 make-up the 25% of the total School based Assessment (SBA) mark for Consumer Studies.
- **Term 1: Practical Skills Test** in Grades 10 – 11: To strengthen the development of skills and techniques applied in Term 1, a Skills Test is written. (*Minimum 25 marks*) This mark is added to the Term 4 PAT mark. (*25% of Term 4 PAT mark*)
- The *end-of-year assessment* includes **two parts**: (1) A Practical Assessment Task (PAT) and (2) a **written theory paper**. Together these two parts make up the remaining 75% in all grades.
- In Grades 10 and 11 all assessment is internally set.
- The tests for the PAT are developed and set by the teacher according to the criteria stipulated in the PAT document for the current year. Assessment for the PAT is assessed internally by the teacher and externally by the Subject Advisor / Provincial Subject Head.
- This process is verified externally by DBE/UMALUSI.

Table 1a Formal Assessment Grades 10 and 11			
Term 1	Term 2	Term 3	Term 4 Promotion mark
<b>Task 1</b> Test 100%  *** Note:  (Term 1: Practical Skills Test- Added to Term 4 PAT mark)	<b>Task 2</b> Mid-year examination 75%  <b>Task 3</b> Four (4) Practical Lessons 25%	<b>Task 4</b> September Test 75%  <b>Task 5</b> Four (4) Practical Lessons 25%	$\text{Term 1} + \text{Term 2} + \text{Term 3} = 300 \div 3 = 100$  PAT: Practical exam (75+25) = 100  Nov Examination = 200
<b>100</b>	<b>100</b>	<b>100</b>	<b>400 ÷ 4 = 100</b>

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

The June Examination / Formal Test should comprise of 30% of content covered in term 1 (focusing on work that was not assessed in the Term 1 Formal Test), and 70% of the content covered in Term 2.



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

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

<b>TASK 1: MARCH TEST</b>		<b>Grade 10</b>	
	Content	Marks (minimum)	Teaching time per topic
<b>Question 1</b>	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	15	
<b>Question 2</b>	The Consumer	25	5 weeks
<b>Question 3</b>	Food and Nutrition	25	5 weeks
<b>TOTAL</b>		<b>65</b>	
<b>TIME</b>		<b>1 hour</b>	

<b>TASK 4: SEPTEMBER TEST</b>		<b>Grade 11</b>	
	Content	Marks (minimum)	Teaching time per topic
Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	20	
Question 2	The Consumer	30	7 weeks
Question 3	Housing and Interior	25	3 weeks
<b>TOTAL</b>		<b>75</b>	
<b>TIME</b>		<b>1 hour</b>	

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

**(b) Examinations**

- Each question paper must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.
- The mark allocation to weight the content for June, Trial and November examination papers in all grades are indicated in the tables that follow.

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

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

Grades 10 and 11: November examination		Marks	
	Content	Grade 11	Grade 10
<b>Question 1</b>	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	40	40
<b>Question 2</b>	The Consumer	40	40
<b>Question 3</b>	Food and Nutrition	40	40
<b>Question 4</b>	Clothing	20	20
	Fibres and Fabrics		0
	Design elements and principles		
<b>Question 5</b>	Housing	20	20
<b>Question 6</b>	Entrepreneurship	40	40
<b>TOTAL</b>		<b>200</b>	<b>200</b>
<b>TIME</b>		<b>3 hours</b>	<b>3 hours</b>

### Guidelines for setting of Tests/Question papers and Marking Guidelines in Grades 10-11

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

### Questions 2 – 6 (Long Questions)

#### It is compulsory to include:

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

#### Marking Guideline

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

## 4.4 Practical Work

### (a) Practical lessons

- Grades 10 and 11: Each learner must do a minimum of eight (8) assessed practical lessons during the year, four in each of the second and third terms, as well as ONE (1) Practical Skills test in term 1.
- Examples of suggested products for the assessed practical lessons are reflected in the Teaching plans for each practical option.

### (b) Practical Assessment Task (PAT)

- The practical tests (*Grades 10-11*) for the PAT Examination are set internally by the teacher and are moderated and approved externally by the Subject Advisor to ensure that the applied techniques show progression for the development of skills from basic to more advanced skills.
- **Grades 10-11:** The Practical Assessment tasks are set internally by the teacher and consists of one Practical examination in the practical option selected by the school. It is important that the PAT tasks in Grades 10 and 11 to align to the format used for Grade 12, as well as implement and adhere to the guidelines provided by the Department of Basic Education.
- In Grade 10-11 the practical examinations for the PAT assessment takes place in terms 3 or 4. These are examinations should be planned well in advance to prevent clashes with other school activities. It is recommended that Practical examinations may be taken up in the school's timetable for examinations/tests.
- The school has the responsibility to provide resources for the Practical Assessment Task (PAT). Refer to the table that follows for the time allocation in each *practical option*.

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

FOOD PRODUCTION	
Grade 11	15 minutes: Reading time 2 hours: Production 15 minutes: Evaluation
Grade 10	15 minutes: Reading time 1.5 hours: Production 15 minutes: Evaluation

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

<b>KNITTING AND CROCHETING PRODUCTION</b>	
Grade 11	4-6 hours ( <i>To be conducted in two sessions with a break in-between/over 2 days</i> )
Grade 10	4 hours ( <i>To be conducted in two sessions with a break in-between/ over 2 days</i> )

<b>SOFT FURNISHING PRODUCTION</b>	
Grade 11	1 hour: Layout and cutting 2 hours 30 min: ( <i>Completing the article</i> )
Grade 10	1 Hour layout and cutting 2 hours 30 min :( <i>Completing the article</i> )

<b>PATCHWORK AND QUILTING BY HAND PRODUCTION</b>	
Grade 11	1 hour: Lay out and cutting 3 Hours ( <i>To be conducted in two sessions with a break in-between</i> )
Grade 10	1 hour: Lay out and cutting 3 hours ( <i>To be conducted in two sessions with a break in-between</i> )

### **Practical assessment task (PAT)**

- **Grades 10 and 11:** Teachers assess the Practical Assessment Tasks in Grades 10 and 11. The dates for the Practical Examination sessions must be communicated with the Subject Advisor well in advance. This will enable the Subject Advisor to moderate the Practical Assessment Task (PAT) during Term 3 or 4 at sampled schools.
- **Grades 10 to 11 Clothing, Soft Furnishing, Knitting and Crocheting, Patchwork and Quilting:** The teacher assesses the practical examination and keeps the articles for external moderation. The Subject Advisor will visit the school for moderation in term 3 or 4, on a date communicated to the school. A block adjustment could then be made, if necessary.

## 7.2 Hospitality Studies

Note: Refer to Section 4 of the CAPS

### Section 4

#### 4.3 Formal Assessment

##### 4.3.1 Six formal School Based Assessment (SBA) tasks must be completed during the school year in Grades 10-11 of which:

- **Three tasks** are formal *theoretical assessment tasks* and must be completed during the school year in Grades 10-11 in Terms 1-3.
- **Three tasks** are *practical lesson tasks*, consisting of three practical lessons and one skills test per term in Terms 1-3 in Grades 10 and 11. The practical lessons are implemented to make-up 25% of the total School based Assessment (SBA) mark for Hospitality Studies in Grades 10 - 11.
- **The end-of-year assessment** includes two parts: (a) A practical assessment task (PAT) and (b) a written theory paper. Together these two parts make up the remaining 75% in all grades.
- In Grades 10 and 11 all assessment is internally set. The formal/summative assessment (25%) for SBA, is set and marked internally, but is moderated externally.
- Assessment for the PAT is assessed internally by the teacher and externally moderated by the Subject Advisor / Provincial Subject Head.
- The Skills tests are developed by the teacher and are externally moderated by the Subject Advisor / Provincial Subject Head.
- The end-of-the year NSC Paper (50%) is externally set, marked and moderated.
- This process is verified externally by the Provincial Office /DBE/UMALUSI.

**Table 1a Formal Assessment Grades 10 and 11**

Term 1	Term 2	Term 3	Term 4 Promotion mark
<b>Task 1</b> 75%  <b>Task 2</b> Three (3) Practical Lessons One (1) Skills Test 25%	<b>Task 3</b> Mid-year examination 75%  <b>Task 4</b> Three (3) Practical Lessons One (1) Skills Test 25%	<b>Task 5</b> 75%  <b>Task 6</b> Three (3) Practical Lessons One (1) Skills Test 25%	Term1+2+3=300÷3 = <b>100</b>  <b>PAT</b> = <b>100</b>  Nov Examination paper = <b>200</b>
<b>100</b>	<b>100</b>	<b>100</b>	<b>400÷4=100</b>

\*Schools may write both exams; or replace one of the exams with a test (Grades 10 and 11) at the end of Term3. This test will have the same weighting as the exam, and must cover a substantial amount of work.

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

#### (a) Tests

- A test for formal assessment **may** NOT comprise of a series of smaller tests. This creates an overload of assessment by adding the additional layers of assessment.
- A substantial amount of content must be included for assessment and the duration should be 45 to 60 minutes.
- It is compulsory to include scenario / case study-based questions that require:
  - Longer reflective responses in a paragraph format.
  - Higher order thinking skills that require substantiating evidence/motivations /arguments.
- Each test must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.
- An item and error analysis of learner performance must be completed after marking a formal assessment task. The purpose of the analysis is to expose a lack of knowledge and understanding or poorly developed skills. It further assists to identify the most suitable intervention strategy to improve the level of knowledge and understanding to improve learner performance.

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

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

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

<b>TASK 1: MARCH TEST</b>		<b>Grade 11</b>	
	<b>Content</b>	<b>Marks</b> <i>(minimum)</i>	<i>Teaching time per topic</i>
<b>Section A</b>	Short questions (all topics)	15	
Question 1	<i>Compulsory: Include a variety of question types</i>		
<b>Section B</b>	Kitchen and Restaurant operations,		
Question 2	Hygiene		
<b>Section C</b>	Nutrition and Menu Planning	30	5 weeks
Question 3	Food commodities	15	2 weeks
<b>Section D</b>	Food and Beverage Service	15	3 weeks
Question 4			
<b>TOTAL</b>		<b>75</b>	
<b>TIME</b>		<i>45-60 minutes</i>	

<b>TASK 1: MARCH TEST</b>		<b>Grade 10</b>	
	<b>Content</b>	<b>Marks</b> <i>(minimum)</i>	<i>Teaching time per topic</i>
<b>Section A</b>	Short questions (all topics)	10	
Question 1	<i>Compulsory: Include a variety of question types</i>		
<b>Section B</b>	Kitchen and Restaurant operations,	20	4 weeks
Question 2	Hygiene	10	2 weeks
<b>Section C</b>	Food commodities	5	2 weeks
Question 3			
<b>Section D</b>	Sectors and Careers	5	2 weeks
Question 4			

<b>TOTAL</b>	<b>50</b>	
<b>TIME</b>	<b>45-60 minutes</b>	

<b>TASK 5: SEPTEMBER TEST</b>		<b>Grade 11</b>	
	<b>Content</b>	<b>Marks (minimum)</b>	<i>Teaching time per topic</i>
<b>Section A</b> Question 1	Short questions (all topics) <i>Compulsory: Include a variety of question types</i>	20	
<b>Section B</b> Question 2	Kitchen and restaurant operations Hygiene Safety and Security	30	6 weeks
<b>Section C</b> Question 3	Food commodities	25	4 weeks
<b>TOTAL</b>		<b>75</b>	
<b>TIME</b>		<b>45-60 minutes</b>	

<b>TASK 5: SEPTEMBER TEST</b>		<b>Grade 10</b>	
	<b>Content</b>	<b>Marks (minimum)</b>	<i>Teaching time per topic</i>
<b>Section A</b>	Short questions (all topics)	20	
Question 1	<i>Compulsory: Include a variety of question types</i>		
<b>Section B</b>			
<b>Section C</b>	Food commodities	45	
Question 3	Term 3 Topics		8 weeks
<b>Section D</b>	Food and Beverage Service	10	
Question 4	Term 2 Topics		2 weeks
<b>TOTAL</b>		<b>75</b>	
<b>TIME</b>		<i>45-60 minutes</i>	

**(b) Examinations**

- In Grade 11, prior knowledge from Grade 10 may be necessary to interpret and answer some of the questions.
- Each question paper must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.
- The mark allocation to weight the content for June, Trial and November examination papers in all grades are indicated in the tables that follow.

<b>TASK 3: JUNE EXAMINATION</b>		<b>Grade 10</b>	
	<b>Content</b>	<b>Marks (minimum)</b>	<i>Teaching time per topic</i>
<b>Section A</b>	Short questions (all topics)	20	
Question 1	<i>Compulsory: Include a variety of question types</i>		
<b>Section B</b>	<b>Kitchen and Restaurant operations</b>	20	4 weeks
Question 2	Term 1 Topics		1 week
	<b>Hygiene</b>		
	Term 1 Topics		
<b>Section C</b>	<b>Nutrition and Menu planning</b>	40	1 week
Question 3	Term 1 Topic		2 weeks
	<b>Food commodities</b>		
	Term 1 Topics		
Question 4	<b>Food commodities</b>		5 weeks
	Term 2 Topics		
<b>Section D</b>	<b>Sectors and Careers</b>	20	
Question 4	Term 1 Topics		2 weeks
	<b>Food and Beverage Service</b>		
	Term 2 Topics		2 weeks
<b>TOTAL</b>		<b>100</b>	
<b>TIME</b>		<b>1.5 hours</b>	

TASK 3: JUNE EXAMINATION		Grade 11	
	Content	Marks (minimum)	Teaching time per topic
<b>Section A</b>	<b>Short questions</b> (all topics)	40	
Question 1	<i>Compulsory: Include a variety of question types</i>		
<b>Section B</b>			
<b>Section C</b>	<b>Nutrition and Menu planning</b>	40	3 weeks
	Term 2 Topics		
Question 2	<b>Food commodities</b> Term 1 Topics		
Question 3	<b>Food commodities</b> Term 2 Topics	40	5 weeks
<b>Section D</b>	<b>Sectors and Careers</b>	30	2 weeks
Question 4	Term 1 Topics		
	<b>Food and Beverage Service</b> Term 1 and 2 Topics		
<b>TOTAL</b>		<b>150</b>	
<b>TIME</b>		<b>2 hours</b>	

Grades 10 and 11: November Examination		Marks	
Section	Content	Grade 10	Grade 11
<b>Section A</b>	Short questions (all topics)	40	40
Question 1	<i>Compulsory: Include a variety of question types</i>		
<b>Section B</b>	Kitchen and Restaurant operations	40	30
Question 2	Hygiene		
	Safety and Security		
<b>Section C</b>		80 (2x40)	80 (2x40)
Question 3:	Nutrition and Menu planning		
Question 4:	Food commodities		
<b>Section D</b>		40 (2x20)	50 (2x25)
Question 5	Sectors and Careers		
Question 6	Food and Beverage Service		
<b>TOTAL</b>		<b>200</b>	<b>200</b>
<b>TIME</b>		<b>3 hours</b>	<b>3 hours</b>

### Guidelines for setting of Tests/Question papers in Grades 10-11

- Adhere to the criteria for the weighting of content, allocation of marks and time as indicated in the table per task.
- The cover page to include the name of the school, the date, name of the subject, time allocation, mark total, name of examiner and moderator.
- Page two of the paper should include instructions and a breakdown of time per question.
- All question/test papers must be neatly typed, using the analysis grid for setting and layout of question papers.
- Numbering per question and sub-question must be accurate and reflect the correct format used.

- All graphics/illustrations/sketches must be *print clear*.
- No spelling, language or translation errors are allowed.
- The format of the question paper should adhere to the latest Examination Guideline.

### Questions 2 – 6 (Long Questions)

#### It is compulsory to include:

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

#### Marking Guidelines

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

## 4.4 Practical work

### (a) Practical lessons

- **Grades 10 and 11:** Each learner must do a minimum of **nine** (9) assessed practical lessons and **three** (3) Practical Skills tests during the year, in Terms 1-3.
- Examples of dishes and skills for the assessed practical lessons are reflected in the Teaching plans for the Practical work.
- Evidence of how marks are allocated for each Practical lesson according to the criteria stipulated in the CAPS policy, must correlate accurately in both the teacher and learner evidence.

### (b) Practical Assessment Task (PAT)

- The Practical Assessment Task (PAT) comprises of **ONE practical examination** in Grades 10-11.
- Provincial Departments of Education may not set common menus for schools in the province, as the facilities, type of guests and the finances differ in each school.
- Set dates for the PAT in Grades 10-11 at the beginning of the academic year, to appear on the school year plan. These PATs should be planned to prevent clashes with other school activities.
- The duration for the PAT is: **Grade 10:** 3-4 hours and **Grade 11:** 4-5 hours
- Learners must work individually during the PAT.
- Each learner requires a mark **out of 100** for cooking skills (Chef/Head chef/ Sous-Chef-/Kitchen Manager), OR a

mark **out of 100** for serving skills (Waiter/Maître d'hôtel/Beverage Manager). (*Based on the performance of the learner's strongest skill in the Skills Tests*).

- **The menu for the PAT in** (Grades 10-11 PAT) is set internally by the teacher and is moderated and approved externally by the Subject Advisor to ensure that the applied techniques show progression for the development of skills from basic to more advanced skills in Grades 10-11.
- **Grades 10-11:** It is important that the PAT in Grades 10 and 11 aligns to the format used for Grade 12, as well as implement and adhere to the guidelines provided by the Department of Basic Education. The PAT for Grades 10 and 11 takes place during term 3 or 4.
- The PAT for Grades 10 and 11 are set internally, in line with official guidelines provided by the Department of Basic Education.
- It is recommended that the PAT is included in the school's timetable for examinations/tests.
- The school has the responsibility to provide the resources for the Practical Assessment Task (PAT).
- **The following protective dress code is compulsory for every Practical lesson and the PAT:**
  - **Chefs** should wear the correct chef uniform comprising of chef's jacket, pants, hat, chef's apron and school shoes to protect the learner. (*Jeans and tackies are not allowed.*) School uniform pants are permitted during practical lessons and PAT examinations. Hair must be kept away from the face using a hair net for hygiene purposes.
  - **Waitrons** wear school uniform / black pants and a white shirt with the option of a waistcoat/ bowtie or a waiter's apron. Hair must be kept away from the face using a hair net for added hygiene purposes.
- Submission of completed written preparation forms for the practical lesson and PAT must be available in the learner evidence.
- **The following must be available for each Practical lesson and PAT:**
  - (a) Clean dish cloths and oven gloves; (b) Dish washing liquid.

<b>Criteria for the PAT examination in each grade</b>	
<b>Grade 10</b> (Internally set) <b>Term 3 or 4</b>	<b>Grade 11</b> (Internally set) <b>Term 3 or 4</b>
<p><b>Buffet:</b> Breakfast or Brunch.</p> <p>Buffet style &amp; plated service</p> <p><b>Include, amongst others, the following Food commodities:</b> Cereals, eggs, fruit, scones and/or muffins, sausages, dairy products, minced meat, salads and salad dressings, tea and coffee.</p>	<p><b>High Tea</b></p> <p><b>Include, amongst others, the following Food commodities:</b></p> <p>Cakes, tarts, quiche, pastries, yeast products, tea and coffee.</p>

### **Practical assessment task (PAT)**

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

The moderator will assess the learners in the group independently from the teacher while they are engaged in the examination. Afterwards, the moderator will compare his/her assessment with the assessment of the teacher. A block adjustment could then be made, if necessary to standardise the assessment.

## 7.3 Tourism

Note: Refer to Section 4 of the CAPS

### Section 4

#### 4.3 Formal Assessment

##### 4.3.1 The formal assessment requirements for Tourism are as follows:

- **Five formal theoretical assessment tasks** must be completed during the school year in both Grades 10 and 11.
- The *end-of-year assessment* includes **two parts**: (1) A Practical Assessment Task (PAT) and (2) a **written theory paper**. Together these two parts make up the remaining 75% in all grades.
- In Grades 10 and 11 all assessment is internally set.
- Each task must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty as reflected in the tables below.
- An item and error analysis of learner performance must be completed after marking a formal assessment task. The purpose of the analysis is to expose a lack of knowledge and understanding or poorly developed skills. It further assists to identify the most suitable intervention strategy to improve the level of knowledge and understanding to improve learner performance.
- Assessment for the PAT is assessed internally by the teacher and externally by the Subject Advisor / Provincial Subject Head.
- This process is verified externally by DBE/UMALUSI.

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

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

<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>Term 4: Promotion mark</b>
<b>Task 1:</b> Tourism Skills Assessment Task 25%  <b>Task 2:</b> March Test 75%	<b>Task 3:</b> Mid-year Examination  100%	<b>Task 4:</b> Data-handling Task 25%  <b>Task 5:</b> September Test 75%	SBA = Term 1+2+3 = 300÷3 = 100 PAT = 100 November Examination = 200
<b>100</b>	<b>100</b>	<b>100</b>	<b>400 ÷ 4 = 100</b>

### 4.3.2 Types of formal for Tourism assessment

#### (a) Tourism Skills Assessment Task

The Tourism Skills Assessment Task is an assessment task that requires the learner to demonstrate and apply understanding of: (a) Soft Skills; (b) 21<sup>st</sup> Century skills and (c) Entrepreneurial Skills.

**The scenario provided as an introduction for the task can be presented to the learner in the following formats:**

- written text / visual text
- audio clip / video clip

**Any of the following 21<sup>st</sup> Century Skills may be selected for the Tourism Skills Assessment Task:**

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<ul style="list-style-type: none"> <li>• customer service skills</li> <li>• communication skills</li> <li>• planning skills</li> <li>• sales skills</li> <li>• creativity/design skills</li> <li>• problem solving skills</li> <li>• critical thinking skills</li> <li>• collaboration skills</li> <li>• digital skills</li> <li>• entrepreneurial skills</li> </ul>	<ul style="list-style-type: none"> <li>• customer service skills</li> <li>• leadership skills</li> <li>• generic management skills</li> <li>• digital skills</li> <li>• planning skills</li> <li>• marketing skills</li> <li>• management skills</li> <li>• entrepreneurial skills</li> <li>• critical thinking skills</li> <li>• collaboration skills</li> <li>• teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• customer service skills</li> <li>• financial management skills</li> <li>• human resource management skills</li> <li>• business administration skills</li> <li>• price setting skills</li> <li>• social media skills</li> <li>• budgeting skills</li> <li>• tourism channel skills</li> <li>• collaboration skills</li> <li>• entrepreneurial skills</li> <li>• critical thinking skills</li> </ul>

**To set the Tourism Assessment Skills Task for Grades 10-11, the teacher should:**

- Set a task with a minimum total of 50 marks;
- Determine and indicate the skill/s to be assessed;
- Link the skill/s to tourism specific content in Term 1;
- Select/ create a scenario that is current and real;
- Select / create the scenario relevant to the identified skill/s and content covered in Term 1;
- Provide information about the skill/s and/or content;
- Develop a worksheet for the task with clear instructions;
- Develop an assessment tool with a clear breakdown of expected criteria and guidelines for assessment.

**(b) Data Handling Task**

Data handling is a source-based single-sitting assessment task, where learners engage with and analyse data, **to include the following skills:**

- Collecting data
- Organising data
- Representing data
- Interpreting data
- Discussing data.

Data handling can be applied to any topic in the Grades 10-11 Tourism Teaching Plans covered in Terms 1-3.

**Various stimuli, containing statistics / data can be used as a source from where questions flow:**

Examples: Maps; case studies; scenarios; extracts; pictures; cartoons; advertisements; flow-charts; tables; graphs; info-graphics; reports.

**To set the Tourism Data Handling Task for Grades 10-11, the teacher should:**

- Set a task with a minimum total of 50 marks;
- Select any suitable topic that links to data handling, from the content covered in the Teaching Plan for Terms 1, 2 and 3;
- Create or source relevant and preferably recent data/information;
- Give clear instructions to guide the learner on how to complete the task (*The learner should know exactly what to do.*)
- Give clear assessment criteria for the learner to know exactly what is expected for the response.
- Develop a relevant assessment tool that aligns to the instructions and assessment criteria of the task.

**(c) Controlled Tests:** A test for formal assessment may not comprise of a series of small tests, and should cover a substantial amount of content.

## Criteria for setting a question paper for a test in Grades 10 -11

- Set a test with a minimum total of 50 marks;
- Minimum time allocated is 1 hour;
- The first page of the test must include: The name of the school; the date; name of the subject; grade; time allocation; name and number of the SBA task; mark total; name of the examiner and moderator;
- All test papers must be neatly typed;
- All maps / graphics / illustrations should be print clear;
- The question paper should be error free e.g. no spelling, language, translation or mark allocation errors are allowed;
- It is compulsory for all tests to include TWO sections. (Section A and B)

<b>TEST:</b> Minimum total: 50 marks		
<b>SECTION A:</b> Short questions	<b>Minimum marks</b>	<b>Percentage</b>
	15 marks	30%
Multiple choice questions (5x1 marks)		
<p><b>Include a variety of short questions</b> (Examples: Pairing of items; Choose the correct word, Select the answer from a list; Crossword puzzles etc.)</p> <p><b>Note:</b> NO true/false questions are allowed.</p> <p><b>Section A:</b> Includes mostly one-mark questions. (More marks may be allocated to a question to align with the level of difficulty and /or cognitive demand of the question.)</p>		
<b>SECTION B:</b> Long Questions	<b>Minimum marks</b>	<b>Percentage</b>
	35 marks	70%
<p><b>Include:</b></p> <ul style="list-style-type: none"> <li>• Questions that require a longer response for the answer.</li> <li>• A question that requires a response in paragraph format (minimum 5 marks)</li> <li>• Source-based questions (maps, case studies, scenarios, extracts, pictures, cartoons, advertisements, flow-charts, table or graphs, info-graphics)</li> <li>• An action verb to open the question. This gives a clear instruction to the question and the expected response.</li> </ul>		

## Criteria for setting a Marking Guideline for tests in Grades 10 -11:

- The first page must contain: The name of the school; the date; name of the subject; grade; time allocation; name and number of the SBA task; mark total; name of the examiner and moderator;
- All marking guidelines must be neatly typed
- No spelling, language or translation errors are allowed.
- The numbering format must be correct and the numbering must align accurately with the question paper.
- Indicate the mark allocation for each fact with a tick✓
- Include all the alternative responses that are considered as correct answers on the Marking Guideline.

**(d) Examinations: Grades 10-11**

All examinations should adhere to the specified layout indicated in the tables below.

**Question paper layout for the Mid-year Examination**

The June examination should be weighted by assessing 30% of Term 1 work and 70% Term 2 work. The 30%-70% ratio has already been infused in the June examination layout below (Sections B -E). Section A should comprise 30% Term 1 and 70% Term 2 content respectively. The weighting of marks must further align to the teaching time spent on the topic.

**Grade 10 – June Exam**

**Total: 100 marks**

**Duration: 1 hour 30 minutes**

Content		100 Marks
<b>Section A</b>	<b>Short questions</b> (all topics covered in term 1 and 2) Term 1 content: (30%): (7) Term 2 content: (70%): (18)	<b>25</b>
<b>Section B</b>	Map work and tour planning: (5 weeks teaching time)	<b>20</b>
<b>Section C</b>	Tourism sectors: (9 weeks teaching time)	<b>40</b>
<b>Section D</b>	Domestic, regional and international tourism: (3 weeks teaching time)	<b>15</b>

**Grade 11 – June Exam**

**Total: 150 marks**

**Duration: 2 hours 30 minutes**

Content		150 Marks
<b>Section A</b>	<b>Short questions</b> (all topics covered in term 1 and 2) Term 1 content (30%): (9) Term 2 content (70%): (21)	<b>30</b>
<b>Section B</b>	Foreign exchange: (2 weeks teaching time)	<b>20</b>
<b>Section C</b>	Cultural and Heritage Tourism: (3 weeks teaching time)	<b>30</b>
<b>Section D</b>	Tourism sectors: (10 weeks teaching time)	<b>50</b>
<b>Section E</b>	Domestic, Regional And International Tourism: (2 weeks teaching time)	<b>20</b>

**(e) Practical Assessment Task (PAT)**

- Learners are assessed in a Practical Assessment Task, to include the practical concepts of the subject for formal assessment.
- The PAT for Grade 10 and 11 will be set and moderated internally. (All **Levels of Moderation**: School/ District/ Provincial). The quality of the PAT will be approved by the Subject Advisor/ Provincial Subject Head to standardise the quality of assessment.
- The PAT should be administered under controlled, examination conditions.
- The PAT will be conducted in an **8 hour session**, broken down into **two four (4) hour sessions**. Both sessions should take place in the second term. These sessions can take place before or during the mid-year examinations.
- The PAT should be completed fully by the end of the **second term**.
- **Candidates not attending the PAT session:** With or without a valid reason will be dealt with in accordance to the National Protocol for Assessment (NPA) paragraphs 4B(f)(ii), 6(4)(a)(ii), 8(1), 8(4), 8(5), 8(6), 8(7), 9(2), 10(3),

14(1)(b),14(1)(d),14(1)(e) and the National Policy pertaining to the Programme and Promotion Requirements (NPPPR) paragraph 29(1).

- The PAT completed-in Grade 11, may assess practical skills from Grade 10.
- Practical skills assessed in the PAT should be specified in the teacher and learner instructions.
- A **PAT mediation and resource pack** is prepared for the implementation and assessment of the PAT.
- **The PAT mediation and resource pack should include:**
  - The assessment task with the instructions to teachers and learners;
  - The assessment tool;
  - A Marking Guideline;
  - A moderation tool for all levels of moderation;
  - All the basic resources required to complete the PAT; and an
  - Attendance register for learners and invigilators.



