



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CIVIL TECHNOLOGY

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

2013

These guidelines consist of 24 pages.

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SECTION A

GUIDELINES FOR THE TEACHER (These guidelines must be clearly explained to the learners)

1. The structure of the PAT for Civil Technology

Practical Assessment Tasks are designed to develop and demonstrate a learner's ability to integrate a variety of skills in order to solve a problem. The PAT also makes use of the technological process outlined in Learning Outcome 2, to guide the learner on which steps need to be followed to arrive at a solution for the problem at hand.

The PAT is based on investigations, simulations and the application of skills, knowledge and principles acquired by the learners that will cover the technological process in the building environment.

The Practical Assessment Task consists of two components: the design portfolio which makes up 25% of the PAT and the model including the working drawings which makes up 75% of the PAT.

2. Management of the PAT

The PAT should commence from the first term, as this is a lengthy and drawn out process and **CANNOT** be left to the last minute.

- i. All the components of the PAT (design portfolio, working drawings and model) should be completed and presented for assessment by the end of the third term before the commencement of the preparatory examination to allow sufficient time for the external moderation.
- ii. At this phase the teacher will do any final assessments, which are outstanding, and all learner portfolios and models are kept safely until the moderation process is completed (both Provincial and National moderation).
- iii. **The internal moderator/HOD must conduct moderation of the PAT throughout the year.**
- iv. It is imperative that the criteria are adhered to from the beginning, as this will form the basis for assessment.
- v. Teachers cannot penalize learners on points which are not included in the initial criteria.
- vi. Upon selection, learners may be required to showcase skills and knowledge during moderation (face moderation).

The communication of the design is a continuous process and the learner will continuously make changes to this part of the portfolio as the PAT progresses.

Every teacher must design a pacesetter to indicate the completion dates for the different stages of the PAT, and manage this process in order to avoid crisis management and unnecessary stress nearer to the completion date of the PAT.

The submission dates for the different sections of the PAT as indicated in the pacesetter should be given to learners in writing.

3. Administration of the PAT

The PAT should be based on real-life situations and completed under controlled conditions. (Refer to the Subject Assessment Guidelines – January 2008.)

Teachers must set dates for the different phases of the PAT. In this manner learners can assess their progress. Instances where formal assessment tasks take place, it is the responsibility of the teacher to administer assessment tasks.

After studying the guidelines teachers must explain in full the requirements of the different stages of the PAT as well as the criteria as indicated in the rubrics and mark schedules. This will ensure that learners and teachers have a common understanding of the assessment tools and what is expected of the learners.

Teachers are requested to make copies of Section B, the learner task together with the assessment criteria of the PAT and hand it to the learners not later than the **first week in February**.

The product/model should not leave the classroom/workshop and must be kept in a safe place at all times when learners are not working on it.

4. Assessment and moderation of the PAT

The PAT for Grade 12 is externally set and moderated, but internally assessed by the teacher and moderated by the internal moderator/HOD.

4.1 Assessment

Frequent developmental feedback is needed to guide and give support to the learner in ensuring that the learner is on the right track.

Both formal and informal assessment should be conducted on the different tasks that constitute the PAT. Informal assessment can be conducted by the learner himself or herself, by a peer group, or by the teacher. Formal assessment should always be conducted by the teacher and will be recorded.

The teacher must take into account the requirements of the assessment of all the components of the PAT and therefore plan the assessment programme for the PAT accordingly.

4.2 Moderation

During moderation of the PAT the design portfolio, working drawings and the model must be presented to the external moderator.

Where required the moderator should be able to call on the learner to explain the function, principles of operation and also request the learner to exhibit the skills acquired through the capability tasks for moderation purposes. The sequence of events according to the technological process may also be requested from the learner.

SECTION B**INSTRUCTIONS TO THE LEARNER****Department of Basic Education****Grade 12 National Senior Certificate****2013 Practical Assessment Task**

Time Allowed: 1st–3rd term

Learner name: _____

Instructions to the learner:

- This practical assessment task counts 25% of your final promotion mark.
- All work produced by you must be your own effort.
- All sources used must be acknowledged.
- Calculations should be clear and include units.
- Calculations should be rounded off to TWO digits.
- Drawings can be hand-drawn (use drawing instruments) or drawn on CAD.
No photocopies or scanned files of drawings are allowed.
- Photos are allowed and can be in colour or greyscale. Scanned photos are allowed.
- SI units should be used.
- You are encouraged to use recycled materials.
- Changes during simulation of the product should be documented and included in the design portfolio.
- The learner assignment and assessment instruments should be placed at the back of the design portfolio.
- The learners marking memorandum for the working drawings must be placed with the working drawings.
- Where available learners may use electronic equipment, e.g. cellphones, cameras, digital cameras, etc. to document their progress.
- **The product/model should not leave the classroom/workshop and must be kept in a safe place at all times when learners are not working on it.**

The Practical Assessment Task (PAT) consists of a practical task to be completed over three terms. The PAT consists of a design portfolio, working drawings and a product/model. The final scale drawings as indicated in the marking memorandum will be assessed as part of the final product/model. These marks form part of the final product and count 25 marks. Computer-aided drawings should be done under the supervision of the teacher.

NOTE: This year's PAT consists of ONE scenario with three options. Choose any ONE of the options to develop your PAT.

Example of a timeframe for the completion of the PAT

Term 1:

Design portfolio

- Problem statement/Situation
- Design brief
- Research
- Generate ideas to address the problem/situation
- Develop the chosen idea/choice
- Planning
- List of tools and equipment needed to build the actual guest suite **OR** sewerage layout with disposal system **OR** roof construction in front of entrance door
- Calculate the length of the skirting as well as the number of ceiling boards required for the guest suite. Use the four-column (dimension paper) method for the calculations.

Term 2:

Working drawings

- All drawings as indicated on the marking memorandum for options 1, 2 or 3
- NOTE: Use the criteria on the marking memo for options 1, 2 and 3 as a guide when preparing your drawings.

Product/Model

- Manufacturing and assembling of parts

Design portfolio

- Documentation of changes in the design portfolio which occur during the manufacturing of the product

Term 3:

Design portfolio

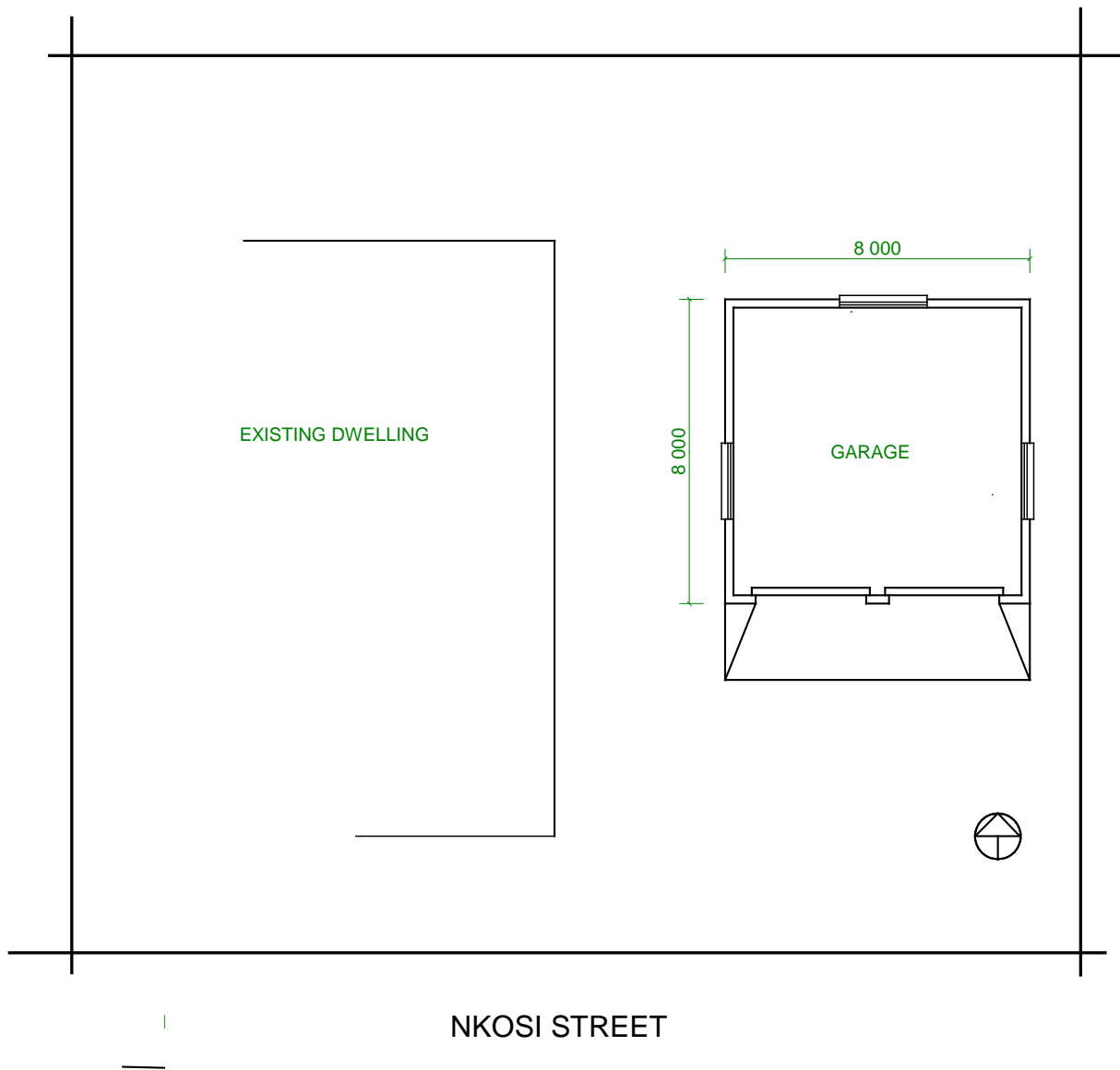
- Cover page
- Table of contents
- Declaration of authenticity
- Evaluation of the product
- Bibliography/list of references

Product/model

- Manufacturing and final assembling of parts

SCENARIO

A double garage and part of the existing dwelling are shown in the drawing below. As a Civil Technology learner you are approached by a client to redesign the existing double garage to a guest suite consisting of a bathroom, bedroom and kitchen to accommodate visitors. The site is not serviced by a municipal sewer system.



1. SPECIFICATIONS

- 1.1 A car must be able to park in the garage after the alterations.
- 1.2 The entrance door to the guest suite must be protected against rain and sun by means of a structure with a roof covering.
- 1.3 The existing garage must have a gable roof on the entrance side of the garage.

2. INSTRUCTIONS

- 2.1 Develop and compile a design portfolio by following the technological process.

The following should be part of the design portfolio:

- Cover page
- Table of contents
- Declaration of authenticity
- Problem statement/Situation
- Design brief
- Research
- Generate at least THREE ideas using sketches with explanatory notes to show the renovated garage with guest suite, sewerage layout with disposal system and roof construction in front of entrance door
- Choose ONE of the options listed below and develop it by making detailed sketches of plans for the:
 - Guest suite **OR**
 - Sewerage layout with disposal system **OR**
 - Roof structure in front of entrance door
- Show stages and time frames for the manufacturing of your choice:
 - The simulated guest suite **OR**
 - Sewerage layout with disposal system **OR**
 - Roof structure in front of entrance door
- List of tools and equipment needed to build the actual guest suite **OR** sewerage layout with disposal system **OR** roof construction in front of entrance door
- Calculation of the length of the skirting as well as the number of ceiling boards required for the guest suite. Use the four-column (dimension paper) method for the calculations
- Evaluation of the product
- Bibliography/List of references
- Evidence of research, e.g. letters received, quotation of costs, Internet research, etc.
- Learner's assignment and assessment instruments for the design portfolio, scale drawings and product/model

2.2 Draw the final working drawings of the option you have developed.

OPTION 1: Guest suite, vertical sectional elevation and south elevation

Design and draw to a suitable scale:

- A floor plan of the guest suite with the bathroom and kitchenette as well as the rest of the garage (use the correct colour coding as prescribed by the National Building Regulations/SANS 10 400)
 - The south elevation of the existing garage
 - The vertical sectional elevation showing the construction and detail of the roof in front of the entrance door
- (Refer to marking memorandum as guide for your drawings.)

OPTION 2: Guest suite, vertical sectional elevation and front elevation of roof truss

Design and draw to a suitable scale:

- A floor plan of the guest suite with the bathroom and kitchenette as well as the rest of the garage (use the correct colour coding as prescribed by the National Building Regulations/SANS 10 400)
 - The vertical sectional elevation showing the construction and detail of the roof in front of the entrance door
 - The front elevation of ONE roof truss of the existing garage
- (Refer to marking memorandum as guide for your drawings.)

OPTION 3: Guest suite, vertical sectional elevation and sewerage system

Design and draw to a suitable scale:

- A floor plan of the guest suite with the bathroom and kitchenette as well as the rest of the garage (use the correct colour coding as prescribed by the National Building Regulations/SANS 10 400)
 - The vertical sectional elevation showing the construction and detail of the roof in front of the entrance door
 - The plan for the layout of the sewerage system as well as a vertical cross section through the sewage disposal system that will service the guest suite
- (Refer to marking memorandum as guide for your drawings.)

- 2.3 After the working drawings are done, make a scale model of the option you have chosen.

OPTION 1:

Make a scale model of the renovated garage with the guest suite without the roof construction in front of the entrance and the sewage system.

The scale model must include:

- All the walls, windows and doors of the garage and guest suite
- The floor and wall cabinets in the guest suite
- All the accessories required for the guest suite

OPTION 2:

Make a scale model of the construction and roof in front of the entrance door.

The scale model must include:

- The construction to carry the roof in front of the entrance door
- Part of the wall of the existing garage with the entrance door
- The roof construction with roof covering, gutter(s) and down pipe(s) in front of the entrance door.

OPTION 3:

Make a scale model of the sewerage system as well as the sewage disposal system that will service the guest suite.

The scale model must include:

- The full layout of the system
- The invert levels at the highest and the lowest points of the sewerage system
- The pipes used in the system

NOTE:

All learners must draw the floor plan and the vertical sectional elevation which shows the construction and detail of the roof in front of the entrance door.

Use the criteria in the marking memorandum for the chosen option as a guideline for your drawings.

All drawings should preferably be drawn on A3 drawing paper and dimensions, labels, notes and scales should be provided.

Drawings should also comply with the minimum requirements as stipulated in the SANS 10 400(National Building Regulations) and SANS/SABS 0143, Code of Practice for Building Drawings.

SECTION C ASSESSMENT TOOLS

The assessment tools below will be used to assess the different sections of your PAT.
Use these instruments to assist you with the completion of your PAT.

1. Rubric for assessment of the design portfolio

CRITERIA	Level 7	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
	80–00%	70–79%	60–69%	50–59%	40–49%	30–39%	0–29%
Presentation	Exceeded the required information, extremely neat: Name Register class Year 20... Appropriate cover illustration Appropriate title Index All sections Page numbers References and sources	Required information extremely neat: Name Register class Year 20... Appropriate cover illustration Appropriate title Index All sections Page numbers References and sources	Adequate information from list below, neatly presented: Name Register class, Year 20... Appropriate cover illustration Appropriate title Index All sections Page numbers	Necessary information from list below, neatly presented: Name Register class Year 20... Appropriate cover illustration Appropriate title Index All sections Page numbers	Limited information from list below, neatly presented: Name Register class Year 20... Appropriate cover illustration Appropriate title Index All sections Page numbers	Lack of essential information, not very neatly presented	Only name and register class untidily presented
Weighting in marks: level x 1	7	6	5	4	3	2	1
Development of a design brief	The design brief is extremely well formulated and defines the need or opportunity. It lists detailed specifications and constraints.	The design brief is very well constructed and defines the need or opportunity. It lists detailed specifications and constraints.	The design brief is well constructed and defines the need or opportunity. It lists detailed specifications and constraints.	The design brief defines the need or opportunity and provides a list of specifications and constraints.	The design brief defines the need or opportunity and provides limited specifications.	The simple design brief makes little reference to the need or problem.	The design brief is vague and lists no specifications or constraints.
Weighting in marks: level x 1	7	6	5	4	3	2	1

CRITERIA	Level 7	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
	80–100%	70–79%	60–69%	50–59%	40–49%	30–39%	0–29%
Investigation and analyses information	Shows evidence of a variety of strategies *(6) of investigation used to obtain all relevant information to assist in developing innovative design ideas.	Uses a wide range*(5) of appropriate information sources to develop innovative design options.	Uses a range of information sources*(4) which shows understanding of the problem or need.	Uses adequate sources *(3) to collect relevant information to assist with design ideas.	Uses relevant research *(2) to address the problem or need identified in the design brief.	Uses less than adequate sources* (1) and collects less than adequate information.	Collects very little relevant information *(0).
Weighting in marks: level x 2	14	12	10	8	6	4	2
Generation of design ideas	Generates an excellent variety of alternative and innovative ideas with different approaches to address the problem or need. Justifies the preferred option with clear links to the design brief.	Shows evidence of a wide range of communication methods used to develop original and creative design options. Substantiates well-reasoned choice of final design.	Shows evidence of a range of communication methods used to develop original and creative design options including modelling design ideas. Explains well-reasoned choice of final design.	Uses a good variety of alternatives exploring different approaches. Well-reasoned choice of final design.	Considers alternatives but lacks in originality and flair. Indicates final design choice.	Offers some alternatives but tends to be a collection of existing products with limited reasoning of choice. Shows limited links with research done.	Shows little or no exploration of alternatives.
Weighting in marks: level x 2	14	12	10	8	6	4	2
Communication of ideas	Develops a very interesting solution and communicates it exceptionally well using appropriate techniques and methods. Uses modelling ideas to test and explore design thinking.	Develops a very interesting solution and communicates it very well using appropriate techniques and methods.	Develops an interesting solution and communicates it effectively using appropriate techniques.	Reasons well for choice of solution. Uses good overall communication techniques.	The solution lacks creativity with limited communication techniques used.	The solution lacks creativity with inappropriate communication techniques used.	The solution lacks detail, making interpretation difficult. Scant attention is given to communication techniques.
Weighting in marks: level x 2	14	12	10	8	6	4	2

CRITERIA	Level 7	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
	80–100%	70–79%	60–69%	50–59%	40–49%	30–39%	0–29%
Evaluation of product or model	Comprehensively evaluates the product against the design brief taking account of the user and cost-effectiveness. Evaluates procedures, techniques and processes and indicates possible improvements. Evaluates the appropriateness of the materials used.	Evaluates the product against the design brief taking account of the user and cost-effectiveness. Evaluates procedures, techniques and processes and indicates possible improvements. Evaluates the appropriateness of the materials used.	Evaluates the product against the design brief. Presents suggestions to improve on function. Evaluates the appropriateness of the materials used with limited suggestions for improvement.	Evaluates the product against the design brief. Evaluates the appropriateness of the materials used.	Superficially evaluates the product against the design brief. Makes recommendations to improve its functionality.	Very superficially evaluates with limited recommendations	Shows little or no evidence of an evaluation of the project.
Weighting in marks: level x 1	7	6	5	4	3	2	1
Adherence to deadlines	Design portfolio submitted before or on the due date.	Design portfolio submitted 1-2 days late.	Design portfolio submitted 3-4 days late.	Design portfolio submitted 5 days late.	Design portfolio submitted 6 days late	Design portfolio submitted 7 days late.	Design portfolio submitted 8 or more days late.
Weighting in marks: level x 1	7	6	5	4	3	2	1

2. Marking memorandum for the working drawings of the GUEST SUITE AND SOUTH ELEVATION (Option 1).

Assess all the components indicated below.

Learner name: _____

SCALE DRAWINGS	CRITERIA	TOTAL MARKS	LEARNER'S MARKS	CONVERT TO 25
FLOOR PLAN OF GUEST SUITE AND GARAGE	Wall thickness correctly drawn	4		
	Doors correctly positioned and drawn	5		
	Windows correctly positioned and drawn	3x4=12		
	Kitchen cupboards indicated correctly	2		
	Bedroom cupboards indicated correctly	2		
	Bedroom/toilet units indicated correctly	4		
	Floor size correctly indicated	2		
	Correct colour coding used on floor plan	4		
	Line work and neatness	2		
	Scale correctly applied	4		
	Dimensions correctly indicated	5		
	Labelling, titles and scale	4		
	SUBTOTAL		50	
VERTICAL SECTION THROUGH ROOF CONSTRUCTION IN FRONT OF ENTRANCE DOOR	Correctness (size, openings, roof slope)	10		
	Correct drawing symbols	4		
	Labelling with measurements	4		
	Line work and neatness	2		
	Scale correctly applied	3		
	Title and scale	2		
SUBTOTAL		25		
SOUTH ELEVATION	Correctness (according to given measurements)	10		
	Labelling	8		
	Line work and neatness	2		
	Scale correctly applied	3		
	Title and scale	2		
SUBTOTAL		25		
TOTAL		100		

**3. Marking memorandum for the working drawings of the GUEST SUITE AND ROOF TRUSS.
(Option 2).**

Assess all the components indicated below.

Learner name: _____

SCALE DRAWINGS	CRITERIA	TOTAL MARKS	LEARNER'S MARKS	CONVERT TO 25
FLOOR PLAN OF GUEST SUITE AND GARAGE	Wall thickness correctly drawn	4		
	Doors correctly positioned and drawn	5		
	Windows correctly positioned and drawn	3x4=12		
	Kitchen cupboards indicated correctly	2		
	bedroom cupboards indicated correctly	2		
	Bedroom/toilet units indicated correctly	4		
	Floor size correctly indicated	4		
	Correct colour coding used on floor plan	2		
	Line work and neatness	5		
	Scale correctly applied	4		
	Dimensions correctly indicated	4		
	Labelling, titles and scale	2		
SUBTOTAL		50		
VERTICAL SECTION THROUGH ROOF CONSTRUCTION IN FRONT OF ENTRANCE DOOR	Correctness (size, openings, roof slope)	10		
	Correct drawing symbols	4		
	Labelling with measurements	4		
	Line work and neatness	2		
	Scale correctly applied	3		
	Title and scale	2		
SUBTOTAL		25		
TRUSS OF EXISTING GARAGE	Correctness of drawing DELETE	8		
	Labelling with dimensions	8		
	Line work and neatness	5		
	Scale correctly applied	2		
	Title and scale	2		
SUBTOTAL		25		
TOTAL		100		

4. Marking memorandum for the working drawings of the GUEST SUITE AND SEWERAGE SYSTEM (Option 3).

Assess all the components indicated below.

Learner name: _____

SCALE DRAWINGS	CRITERIA	TOTAL MARKS	LEARNER'S MARKS	CONVERT TO 25
FLOOR PLAN OF GUEST SUITE AND GARAGE	Wall thickness correctly drawn	4		
	Doors correctly positioned and drawn	5		
	Windows correctly positioned and drawn	3X4=12		
	Kitchen cupboard indicated correctly	2		
	Bedroom cupboards indicated correctly	2		
	Bathroom units correctly indicated	4		
	Floor size correctly indicated	4		
	Correct colour coding used on floor plan	2		
	Line work and neatness	5		
	Scale correctly applied	4		
	Dimensions correctly indicated	4		
	Labelling, titles and scale	2		
	SUBTOTAL		50	
VERTICAL SECTION THROUGH ROOF CONSTRUCTION IN FRONT OF ENTRANCE DOOR	Correctness (Size ,openings, roof slope)	10		
	Correct drawing symbols	4		
	Labelling with measurements	4		
	Line work and neatness	2		
	Scale correctly applied	3		
	Title and scale	2		
SUBTOTAL		25		
SEWERAGE SYSTEM	Correctness of sewerage plan	4		
	Correctness of abbreviations and labels	4		
	Vertical cross section through disposal systems with labels	10		
	Line work and neatness	5		
	Scale	2		
SUBTOTAL		25		
TOTAL		100		

5. Rubric for assessment of the final product/model

CRITERIA	Level 7	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
	80–100%	70–79%	60–69%	50–59%	40–49%	30–39%	0–29%
Fitness for purpose	This product has an outstanding level of functionality. It shows a very high level of innovation that is appropriate to the design brief.	The product demonstrates a high level of functionality. It shows a high level of innovation that is appropriate to the design brief.	The product adequately fulfils the purpose for which it was designed. It shows some innovation that is appropriate to the design brief.	The product satisfactorily fulfils the purpose for which it was designed. It shows limited innovation for the identified need or problem.	The product fulfils its functional requirements. The solution shows no innovation for the identified need or problem.	The product barely fulfils functional requirements but lacks any refinement or innovation.	The project is incomplete and does not fulfil the identified need or problem.
Manufacturing competency	Demonstrates an outstanding level of skill and competence to correctly and safely use a wide range of materials, tools, equipment and machines under supervision.	Demonstrates a very high level of skill and competence to correctly and safely use a wide range of materials, tools, equipment and machines under supervision.	Demonstrates a high level of skill and competence to correctly and safely use a range of materials, tools, equipment and machines under supervision.	Demonstrates a satisfactory level of skill and competence to correctly and safely use appropriate materials, tools, equipment and machines under supervision.	Demonstrates an acceptable level of skill and competence to correctly and safely use appropriate materials, tools, equipment and machines under supervision.	Demonstrates some regard for accuracy and safety in the use of materials, tools, equipment and machines under supervision.	Demonstrates a lack of skill or competence in the use of appropriate materials, tools, equipment and machines under supervision. Pays little attention to safety.
Management of process	Demonstrates continual review of the making process. Shows outstanding ability to adapt and modify the design when difficulties arise. Adopts procedures to minimise waste. Manages time	Reviews design during the making process. Demonstrates resourcefulness and adaptability in making modifications to ensure a high-quality product. Manages waste and time excellently.	Shows ability to adapt and modify the design when difficulties arise. Plan adequate to minimise waste. Manages time well.	Applies knowledge of materials and processes to overcome problems in the making process. Demonstrates some sense of material and time management	Shows evidence of adopting alternative ways of proceeding when difficulty is experienced. Seeks assistance from teacher to proceed. Demonstrates some sense of	Shows little evidence of alternative ways of proceeding when difficulty is experienced. Does not seek assistance from teacher. Proceeds regardless of time and material management.	Makes no attempt to overcome problems. Shows no proper planning resulting in no regard for time and material management.
Modelling the product	Exceptionally modelled to illustrate, realistically the function for which it was developed.	Specialist modelling techniques used to demonstrate, realistically, the function for which it	Product is effectively modelled to illustrate the function for which it was developed.	Product is adequately modelled to illustrate the function for which it was developed.	Product is modelled to illustrate the function for which it was developed.	Model barely illustrates the function for which the product was developed.	The model shows no clarity as to how the product is to function.

SECTION D

1. DECLARATION OF AUTHENTICITY

NAME OF THE SCHOOL:

NAME OF LEARNER:.....

NAME OF TEACHER:



I hereby declare that the Practical Assessment Task submitted for assessment is my own, original work and has not been previously submitted for moderation.

SIGNATURE OF LEARNER

DATE

As far as I know, the above declaration by the candidate is true and I accept that the work offered is his or her own.

SIGNATURE OF TEACHER

DATE

SECTION E
EXAMPLES OF MARK SHEETS

MARK SHEET FOR THE DESIGN PORTFOLIO										
NAME OF LEARNER	CRITERIA									
	Presentation	Development of design brief	Investigation and analyses information	Generation of design ideas	Communication of ideas	Evaluation of product or model	Adherence to deadlines	TOTAL: 70	TOTAL: 100%	TOTAL: 25
	7	7	14	14	14	7	7	70	100	25
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
								TOTAL MARKS ON THIS PAGE		
								GROUP AVERAGE		

Signature of teacher

Date

Signature of moderator

Date

SCHOOL STAMP

MARK SHEET FOR THE WORKING DRAWINGS OF THE GUEST SUITE (OPTION 1)						
NAME OF LEARNER	CRITERIA					
	FLOOR PLAN	VERTICAL SECTION THROUGH ROOF CONSTRUCTION IN FRONT OF ENTRANCE DOOR	SOUTH ELEVATION	TOTAL: 100	TOTAL: 100 %	TOTAL: 25
	50	25	25	100	100	25
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
				TOTAL MARKS ON THIS PAGE		
				GROUP AVERAGE		

Signature of teacher

Date

Signature of moderator

Date

SCHOOL STAMP

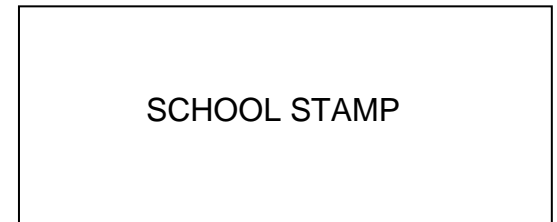
MARK SHEET FOR THE WORKING DRAWINGS OF THE GUEST SUITE AND ROOFTRUSS (OPTION 2)						
NAME OF LEARNER	CRITERIA					
	FLOOR PLAN	VERTICAL SECTION THROUGH ROOF CONSTRUCTION IN FRONT OF ENTRANCE DOOR	TRUSS	TOTAL: 100	TOTAL: 100 %	TOTAL: 25
	50	25	25	100	100	25
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
TOTAL MARKS ON THIS PAGE						
GROUP AVERAGE						

Signature of teacher

Date

Signature of moderator

Date



MARK SHEET FOR THE WORKING DRAWINGS OF THE GUEST SUITE AND SEWERAGE SYSTEM (OPTION 3)							
NAME OF LEARNER		CRITERIA					
		FLOOR PLAN	VERTICAL SECTION THROUGH ROOF CONSTRUCTION IN FRONT OF ENTRANCE DOOR	SEWERAGE SYSTEM	TOTAL: 100	TOTAL: 100 %	TOTAL: 25
		50	25	25	100	100	25
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
TOTAL MARKS ON THIS PAGE							
GROUP AVERAGE							

Signature of teacher

Date

Signature of moderator

Date

SCHOOL STAMP

MARK SHEET FOR THE FINAL PRODUCT/MODEL								
NAME OF LEARNER		CRITERIA						
		FITNESS FOR PURPOSE	MANUFACTURING COMPETENCY	MANAGEMENT OF PROCESS	MODELING THE PRODUCT	TOTAL: 28 (4 x 7)	TOTAL: 100 %	TOTAL: 50
		7	7	7	7	28	100	50
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
					TOTAL MARKS ON THIS PAGE			
					GROUP AVERAGE			

Signature of teacher

Date

Signature of moderator

Date

SCHOOL STAMP

COMPOSITE MARK SHEET						
PARTICULARS OF LEARNER			DESIGN PORTFOLIO	FINAL PRODUCT		TOTAL
No.	EXAMINATION NUMBER	FULL NAME		WORKING DRAWINGS	MODEL	
			25	25	50	100
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
			TOTAL MARKS ON THIS PAGE			
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Signature teacher

Date

Signature moderator

Date

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