



**basic education**

---

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

# **CIVIL TECHNOLOGY (WOODWORKING)**

## **GUIDELINES FOR PRACTICAL ASSESSMENT TASKS**

**GRADE 12**

**2020**

**These guidelines consist of 13 pages.**

## TABLE OF CONTENTS

	<b>PAGE</b>
<b>SECTION 1:</b>	<b>3</b>
<b>1. INTRODUCTION</b>	<b>3</b>
<b>SECTION 2</b>	<b>3</b>
<b>2. GUIDELINES FOR THE TEACHER</b>	<b>3</b>
2.1 The structure of the PAT for Civil Technology	3
2.2 Management of the PAT	3
2.3 Administration of the PAT	4
2.4 Assessment and moderation of the PAT	4
2.5 Assessment	4
2.6 Moderation	4
<b>SECTION 3</b>	
<b>3. GUIDELINES FOR THE LEARNER</b>	<b>5</b>
<b>WOODWORKING TASKS</b>	<b>5</b>
3.1 Instructions to the learner	5
3.2 Phase 1: Wall panelling	6
3.3 Marking guidelines for wall panelling	6
3.4 Phase 2: Working centre	7
3.5 Marking guidelines for working centre	8
3.6 Composite mark sheet	10
<b>SECTION 4</b>	<b>11</b>
<b>4. OTHER RELEVANT INFORMATION</b>	<b>11</b>
4.1 Absence/Non-submission of task	11
4.2 Requirements for presentation	11
4.3 Time frames	11
4.4 Declaration of authenticity	12
<b>SECTION 5</b>	<b>13</b>
<b>5. CONCLUSION</b>	<b>13</b>

## SECTION 1

### 1. INTRODUCTION

The 17 Curriculum and Assessment Policy Statement subjects which contain a practical component all include a practical assessment task (PAT). These subjects are:

- AGRICULTURE: Agricultural Management Practices, Agricultural Technology
- ARTS: Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- SCIENCES: Computer Applications Technology, Information Technology  
Technical Sciences
- SERVICES: Consumer Studies, Hospitality Studies, Tourism
- TECHNOLOGY: Civil Technology, Electrical Technology, Mechanical Technology and  
Engineering Graphics and Design.

A practical assessment task (PAT) mark is a compulsory component of the final promotion mark for all candidates offering subjects that have a practical component and counts 25% (100 marks) of the end-of-year examination mark. The PAT is implemented across the first three terms of the school year. This is broken down into different phases or a series of smaller activities that make up the PAT. The PAT allows for learners to be assessed on a regular basis during the school year and it also allows for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. It is therefore important that schools ensure that all learners complete the practical assessment tasks within the stipulated period to ensure that learners are resulted at the end of the school year. The planning and execution of the PAT differs from subject to subject.

## SECTION 2

### 2. GUIDELINES FOR THE TEACHER

(These guidelines must be explained clearly to the learners.)

#### 2.1 The structure of the PAT for Civil Technology

The PAT accounts for the skills the learner has mastered. This is assessed at intervals and requires the learner to engage in multiple practical sessions. During these weekly sessions, skills such as simulation, experimentation, hand skills, tool skills, machine skills and workshop practice are honed and perfected to the point where the learner may engage in the tasks set out for that particular term. The PAT accounts for 25% of the learner's promotion mark.

#### 2.2 Management of the PAT

The PAT should commence in term 1, as this is a lengthy and drawn-out process and **CANNOT** be left to the last minute. The model should be done over **THREE** terms starting in term 1 and phase 1 should be done concurrently with the model in term 1. Phase 1 must be completed, marked and internally moderated by the end of term 1. Phase 2 must be completed, marked and internally moderated by **31 August 2020**.

- (a) All the phases of the PAT should be completed and presented for assessment by the end of **August 2020** to allow sufficient time for the external moderation.
- (b) During this phase, the teacher will do any final assessments that are outstanding. All the phases of the PAT are kept safely until the moderation process is completed (both provincial and national moderation).
- (c) **The internal moderator/HOD must conduct moderation of the PAT throughout the year.**
- (d) It is imperative that the criteria are adhered to from the beginning, as this will form the basis for assessment.
- (e) Teachers cannot penalise learners on points that are not included in the initial criteria.
- (f) When learners are selected during moderation (face moderation), they may be required to showcase their skills and knowledge.

All teachers must design a pacesetter in line with the time frame specified in the PAT to indicate the completion dates for the different phases of the PAT. The teacher must manage this process to avoid crisis management and unnecessary stress closer to the completion date of the PAT.

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

### **2.3 Administration of the PAT**

The PAT should be based on real-life situations and should be administered and completed under controlled conditions.

After studying the guidelines teachers must fully explain the requirements of the different phases of the PAT and the criteria, as indicated in the assessment tools and mark schedules, to the learners. 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 **SECTIONS 3 to 5** of this document and hand it to the learners not later than the **first week in February 2020**.

**The products/models should not leave the classroom/workshop and must be kept in a safe place at all times when learners are not working on them.**

### **2.4 Assessment and moderation of the PAT**

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

### **2.5 Assessment**

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

Both formal and informal assessment should be conducted on the different phases of the PAT. Informal assessment may 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 the results will be recorded.

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

### **2.6 Moderation**

During moderation of the PAT all phases of the PAT must be presented to the internal moderator as well as the external moderator.

Where required the moderator should be able to call on the learner to explain the function and principles of operation and also request the learner to exhibit the skills acquired during practical sessions for moderation purposes.

**SECTION 3****3. GUIDELINES FOR THE LEARNERS****WOODWORKING TASKS**

The practical assessment task (PAT) consists of TWO phases to be completed over THREE terms.

The PAT should be done over THREE terms starting in term 1 with phase 1 and phase 2.

**TIME SCHEDULE FOR THE COMPLETION OF THE PAT:**

It is recommended that learners and teachers use this time schedule to finish the PAT in the allocated time.

TERM	WORK TO BE DONE	
Term 1	Phase 1	Wall panel
Term 1	Phase 2	Research, drawings and schedule to show the stages and time frames of the work centre
Term 2	Phase 2	Frame of work centre and bottom rack
Term 3	Phase 2	Top of work centre and finishing

**3.1.1 Instructions to the learner**

- This practical assessment task counts 25% of your final promotion mark.
- All work you produce must be your own effort.
- Use your discretion where dimensions and/or information have been excluded.
- Where available you may use electronic equipment, e.g. cell phones, cameras, digital cameras, etc. to document your progress.
- **The product/model should not leave the classroom/workshop and must be kept in a safe place at all times when you are not working on it.**

**3.2 Phase 1: Wall panelling****Term: 1****Duration of phase 1: 4 hours per learner****Mark allocation: 20 marks****Task:****Make a FULL-SCALE model to show the construction at the top part of a wall panel without the cornice.****Instructions:**

- Draw in full scale.
- Measure and cut the parts into the correct lengths.
- Show two rough grounds at the top of the wall panel.
- The length of the rough grounds should be longer than the width of the two tongue-and-groove boards.
- Use two tongue-and-groove boards with a length of about 300 mm.
- Tongue-and-groove boards are fixed to the rough grounds.
- Design and finish the wall panel off with a capping at the top.
- Label all the parts.

**3.3 Marking guidelines for phase 1**

<b>WALL PANELLING</b>					
<b>LEARNER'S NAME AND SURNAME:</b> _____					
<b>NO.</b>	<b>ASSESSMENT CRITERIA</b>	<b>GOOD/ EXCELLENT</b>	<b>AVERAGE</b>	<b>POOR/NOT ATTEMPTED</b>	<b>LEARNER MARK</b>
		<b>8–10</b>	<b>4–7</b>	<b>0–3</b>	<b>LM</b>
1.	Marking and cutting parts of the wall panel.				
2.	Design, make and assembly of tongue-and-groove boards to rough grounds				
3.	Design, making and fixing of capping				
4.	Craftsmanship of final product				
<b>TOTAL MARK OUT OF 40:</b>					
<b>CONVERTED MARK OUT OF 20:</b>					

### 3.4 Phase 2: Work centre for a kitchen

**Term: 1, 2 and 3**

**Duration: 20 hours**

**Task:**

**You are required to design and make a table that can function as a work centre for a kitchen.**

**Instructions:**

- Research different types of designs of a table that can function as a work centre in a kitchen.
- Draw **(freehand or with instruments)** at least THREE designs of a table that can function as a work centre in a kitchen.
- Provide the final design with dimensions of the work centre you are going to make.
- Compile a schedule to show the stages and time frames for the making of the work centre for the kitchen.

**Use the following specifications:**

- The work centre should have:
  - A storage place for utensils below the top
  - A bottom rack
  - Proper fitments to hang up small handtowels
- The frame should be joined with:
  - Stopped double mortice and tenon joints at the top rails
  - Stopped mortice and tenon joints at the bottom rails
- Any soft wood or hard wood can be used for the model.
- Learners may use their innovation and creativity to shape the legs, rails and table top of the model, use wheels that can swivel to make work centre mobile or any other improvement.

**NOTE:** Evidence of research, drawings, templates, stages in making as well as the model should be available for moderation.

**3.5 Marking guidelines for phase 2**

<b>ASSESSMENT OF WORK CENTRE FOR A KITCHEN</b>				
<b>LEARNER'S NAME AND SURNAME:</b> _____				
<b>ASSESSMENT CRITERIA</b>	<b>GOOD/ EXCELLENT</b>	<b>AVERAGE</b>	<b>POOR/NOT ATTEMPTED</b>	<b>LEARNER MARK</b>
<b>PLANNING</b>	<b>8–10</b>	<b>4–7</b>	<b>0–3</b>	<b>LM</b>
Evidence of research, drawings and dimensions on the preferred design				
Schedule to show the stages and time frames				
<b>TOTAL: 20</b>				
<b>WORK CENTRE: FRAME</b>	<b>8–10</b>	<b>4–7</b>	<b>0–3</b>	<b>LM</b>
Cutting of top rails, marking and cutting of double tenons				
Cutting of bottom rails for bottom rack, marking and cutting of tenons				
Cutting of legs, marking and making of stopped double mortices for top rails				
Cutting of legs, marking and making of stopped mortices for bottom rails of bottom rack				
Cutting of material and making storage place for utensils				
Assembly of the framework (check for squareness and accurate assembly of legs to rails)				
<b>TOTAL: 60</b>				
<b>WORK CENTRE: TABLE TOP</b>	<b>4–5</b>	<b>2–3</b>	<b>0–1</b>	<b>LM</b>
Marking and cutting of material for the top				
Laminating material to form top				
Level the surface of the laminated top				
Joining top to frame (check for squareness)				
<b>TOTAL: 20</b>				
<b>WORK CENTRE: BOTTOM RACK</b>	<b>4–5</b>	<b>2–3</b>	<b>0–1</b>	<b>LM</b>
Marking and cutting of material for bottom rack				
Assembly of bottom rack				
<b>TOTAL: 10</b>				
<b>FINISHING OF MODEL</b>	<b>4–5</b>	<b>2–3</b>	<b>0–1</b>	<b>LM</b>
Preparing model to receive finishing				
Application of finishing agents				
Fixing of fitments to hang up small handtowels				
<b>TOTAL: 15</b>				



ASSESSMENT CRITERIA	GOOD/ EXCELLENT	AVERAGE	POOR/ NOT ATTEMPTED	LEARNER MARK
<b>FINAL PRODUCT</b>	<b>8–10</b>	<b>4–7</b>	<b>0–3</b>	<b>LM</b>
Neatness and appearance of final product				
Functionality of finished product				
<b>TOTAL: 20</b>				
<b>INNOVATION AND CREATIVITY</b>	<b>8–10</b>	<b>4–7</b>	<b>0–3</b>	<b>LM</b>
Evidence of creativity and innovation				
<b>TOTAL: 10</b>				
<b>GENERAL ASPECTS</b>	<b>4–5</b>	<b>2–3</b>	<b>0–1</b>	<b>LM</b>
Adherence to deadlines				
<b>TOTAL: 5</b>				
<b>GRAND TOTAL 160:</b>				
<b>CONVERTED TOTAL OUT OF 80:</b>				

## 3.6 Composite mark sheet for Woodworking

NO	NAMES OF LEARNERS:	PHASE 1			PHASE 2: MODEL								TOTAL					
		WALL PANEL	MODERATED MARK	TOTAL	PLANNING	WORK CENTRE FRAME	WORK CENTRE TOP	BOTTOM RACK	FINISHING OF MODEL	FINAL PRODUCT	INNOVATION & CREATIVITY	GENERAL ASPECTS	GRAND TOTAL	MODERATED MARK	CONVERTED MARK	MODERATED MARK	FINAL TOTAL: 100 (P1 + P2)	MODERATED MARK
		20	20	20	20	60	20	10	15	20	10	5	160	160	80	80	100	100
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
	TOTAL																	

Signature of Teacher \_\_\_\_\_

Date \_\_\_\_\_

Signature of Moderator \_\_\_\_\_

Date \_\_\_\_\_

School stamp

## SECTION 4

### 4.1 Absence/Non-submission of task (What are the consequences?)

The absence of a practical assessment task will be dealt with in accordance with the regulations as stipulated in the *National Policy on Protocol for Assessment Grades R–12*, page 6, chapter 3, paragraphs 7 and 8.

The *National Protocol for Assessment Grades R–12*, chapter 3, paragraph 8, subsection (4) clearly states that the absence of a practical assessment task mark will result in the candidate registered for that particular subject, receiving an incomplete result.

### 4.2 Requirements for presentation

The following should be presented by the candidate for assessment and moderation:

- Phase 1: Top part of wall panel with mark sheet
- Phase 2: Evidence of planning of the model
- Phase 2: A completed model with mark sheet
- The candidate's name and class must be clearly indicated on all components of the PAT.
- Completed declaration of authenticity with school stamp

The following document must be presented by the teacher for moderation:

- A composite mark sheet (one composite mark sheet comprising all candidates' names and marks for all phases)

### 4.3 Recommended time frames for the completion of the PAT

#### Term 1:

- Phase 1
- Phase 2 (part 1)

#### Term 2:

- Phase 2 (part 2)

#### Term 3:

- Phase 2 (part 3)

#### The product/model to be manufactured in the workshop under teacher supervision.

- Declaration of authenticity

**NOTE:** The learners should start with the model at the beginning of term 1 and complete it by the end of August. The teacher should properly plan and manage the available resources so that all learners will be busy with some part of the tasks throughout the year.

**4.4 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 it has not been submitted for moderation previously.

\_\_\_\_\_  
**SIGNATURE OF LEARNER**\_\_\_\_\_  
**DATE (SUBMITTED)**

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 5****5. CONCLUSION**

On completion of the practical assessment task learners should be able to demonstrate their understanding of the industry, enhance their knowledge, skills, values and reasoning abilities as well as establish connections to life outside the classroom and address real world challenges. The PAT furthermore develops learner's life skills and provides opportunities for learners to engage in their own learning.