



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CIVIL TECHNOLOGY (WOODWORKING)

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

GRADE 12

2022

These guidelines consist of 15 pages.

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SECTION 1**1. INTRODUCTION**

The following 18 Curriculum and Assessment Policy Statement subjects contain a practical component must include a practical assessment task (PAT).

- **AGRICULTURE:** Agricultural Management Practices, Agricultural Technology
- **ARTS:** Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- **SCIENCES:** Computer Applications Technology, Information Technology, Technical Sciences, Technical Mathematics
- **SERVICES:** Consumer Studies, Hospitality Studies, Tourism
- **TECHNOLOGY:** Civil Technology, Electrical Technology, Mechanical Technology, 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 regularly 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 differ 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. The PAT 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 **2 September 2022**.

- (a) All the phases of the PAT should be completed and presented for assessment by **2 September 2022** to allow sufficient time for external moderation.
- (b) During this phase, the teacher will conduct any final assessments that are outstanding. All the phases of the PAT are to be kept safely until the moderation process is completed at all levels (both provincial and national moderation).
- (c) **The internal moderator/departmental head 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 areas that are not included in the initial criteria.
- (f) When learners are selected during moderation (face moderation), they may be required to showcase their practical or drawing skills and knowledge.

All **teachers** must **design a pacesetter** in line with the time frames 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 after the opening of schools in January 2022**.

The products/models should not leave the classroom/workshop and must always be kept in a safe place 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/departmental head.

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 assessments 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 consider 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 the learner to explain the function and working principles 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**

Learner's name: _____

Time Allowed: Term 1 to Term 3

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 TWO.

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	Scale model of centring for a semi-circular arch with a span of 1 200 mm
Term 1	Phase 2 (Part 1)	Research, drawings and cutting list
Term 2	Phase 2 (Part 2)	Frame of the trolley
Term 3	Phase 2 (Part 3)	Top, shelves and finishing

3.1 Instructions to the learner

- This PAT 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. cellphones, cameras and digital cameras 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: Scale model of the centring for a semicircular arch with a span of 1 200 mm**Term: 1****Duration of phase 1: 5 hours per learner****Mark allocation: 20 marks****TASK:**

Make a scale model to scale 1 : 2 of the centring for a semicircular arch with a span of 1 200 mm.

INSTRUCTIONS:

- The space between the ribs must be wide enough to carry a 220 mm brick wall.
- The first half of the centre consists of closed laggings and the second half of open laggings.

3.3 Marking guidelines for Phase 1

ASSESSMENT OF THE SCALE MODEL OF THE CENTRING OF A SEMICIRCULAR ARCH WITH A SPAN OF 1 200 mm				
LEARNER'S NAME AND SURNAME: _____				
ASSESSMENT CRITERIA	GOOD/ EXCELLENT	AVERAGE	POOR/NOT ATTEMPTED	MODERATED MARK
	8-10	4-7	0-3	0-10
Marking and cutting of template for ribs				
Marking and cutting of ribs				
Joining of ribs				
Marking, cutting and joining of horizontal ties				
Marking, cutting and joining of vertical and diagonal struts				
Marking, cutting and joining of horizontal braces				
Marking, cutting and joining of diagonal braces				
Marking, cutting and joining of laggings				
TOTAL OUT OF 80				
CONVERTED TOTAL OUT OF 20				

It is recommended that video clips and photos of the learner performing the task be kept electronically at the school and on a disc or memory stick (Backup).

3.4 Phase 2: Serving trolley with castor wheels**Terms 1, 2 and 3****Duration: 20 hours****TASK:**

You are required to design and make a serving trolley using any soft wood, hardwood, wooden-board product or pallet wood. The parts may be assembled using any applicable joint or joining method for the material selected.

INSTRUCTIONS:

- Research different types of serving trolley designs with TWO shelves and castor wheels.
- Draw (freehand or with instruments) at least THREE designs of a serving trolley with shelves and castor wheels.
- Select the preferred design and draw a scale drawing of the front, top and left views (working drawings) of the trolley that you are going to make. Show ALL measurements/dimensions on your drawing.
- Compile a cutting list for this serving trolley.

Use the following specifications:

- The serving trolley should have:
 - A carcass/frame
 - TWO shelves made of solid timber or laggings
 - Castor wheels
- Learners should use innovation and creativity when making the serving trolley.

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

3.5 Marking guidelines for Phase 2

ASSESSMENT OF THE SERVING TROLLEY				
LEARNER'S NAME AND SURNAME: _____				
ASSESSMENT CRITERIA	GOOD/ EXCELLENT	AVERAGE	POOR/NOT ATTEMPTED	MODERATED MARK
PLANNING	8–10	4–7	0–3	0–10
Research on different types of serving trollies				
THREE freehand/instrument drawings of different designs of serving trollies				
Compiling a cutting list for the preferred design				
SCALE DRAWINGS	4–5	2–3	0–1	0–5
Correctness of front view				
Correctness of top view				
Correctness of left view				
Dimensions and application of scale				
TOTAL: 50				
CARCASS/FRAME	11–15	6–10	0–5	0–15
Marking and cutting of members for the frame				
Applying appropriate joints or joining methods for selected material				
Assembly of the framework/carcass (check for squareness and accurate assembly)				
Marking, cutting and joining the solid shelves/laggings to the frame				
Fitting of castor wheels				
TOTAL: 75				
TOP	11–15	6–10	0–5	0–15
Marking, cutting, joining and shaping of material for the top				
Joining top to frame (check for squareness)				
TOTAL: 30				

ASSESSMENT CRITERIA	GOOD/ EXCELLENT	AVERAGE	POOR/NOT ATTEMPTED	MODERATED MARK
FINISHING OFF PRODUCT	4-5	2-3	0-1	0-5
Preparing model to receive finishing				
Application of finishing agents				
TOTAL: 10				
FINAL PRODUCT	4-5	2-3	0-1	0-5
Neatness and appearance of the final product				
TOTAL: 5				
INNOVATION AND CREATIVITY	4-5	2-3	0-1	0-5
The learner enhances his/her chosen design by adding features to improve the appearance and functionality of the serving trolley				
TOTAL: 5				
GENERAL ASPECTS	4-5	2-3	0-1	0-5
Adherence to deadlines				
TOTAL: 5				
TOTAL OUT OF 180				
CONVERTED TOTAL OUT 80				

3.6 Composite mark sheet for WOODWORKING PAT

		PHASE 1		PHASE 2 (MODEL)							TOTAL					
		TERM 1		PART 1 TERM 1	PART 2 TERM 2		PART 3 TERM 3									
NO.	SURNAME AND NAME OF LEARNER	CENTRING FOR SEMI- CIRCULAR ARCH	MODERATED MARK	PLANNING AND SCALE DRAWINGS	FRAME/CARCASS	TOP	FINISHING OF PRODUCT	FINAL PRODUCT	INNOVATION AND CREATIVITY	GENERAL ASPECTS	TOTAL PHASE 2	MODERATED MARK	CONVERTED TOTAL	MODERATED MARK	TOTAL (PHASE 1 + PHASE 2)	MODERATED MARK
		20	20	50	75	30	10	5	5	5	180	180	80	80	100	100
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
	TOTAL									TOTAL						

Signature of (Teacher)_____
Date_____
Signature of (Moderator)_____
Date

SCHOOL STAMP

SECTION 4

4. OTHER RELEVANT INFORMATION

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

The absence of a PAT 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 must be presented by the candidate for assessment and moderation:

- Phase 1: Mark sheet with evidence
- Phase 2: Evidence of planning of the model
- Phase 2: A completed model
- 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 and Phase 2 (Part 1)

Term 2:

- Phase 2 (Part 2)

Term 3:

- Phase 2 (Part 3)

The product/model should be manufactured in the workshop under the teacher's supervision.

NOTE: The learners should start with the model at the beginning of Term 1 and complete it by **2 September 2022**. 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.

SECTION 5**5. CONCLUSION**

On completion of the practical assessment task learners should be able to demonstrate their understanding of the built environment/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.