



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CIVIL TECHNOLOGY

PRACTICAL ASSESSMENT TASK

2012

These guidelines consist of 21 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****2012 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 materials needed to build the actual kitchen or wall/floor unit or breakfast nook stool
- List of tools and equipment needed to build the actual kitchen or wall/floor unit or breakfast nook stool
- A cutting list of all timber required to build the wall unit, floor unit or breakfast nook stool (only for options 2 and 3).

Term 2:

Working drawings

- All drawings as indicated on the marking memorandum for option 1, 2 or 3.
- NOTE: Use the criteria on the marking memorandum for option 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 business group developing town houses invited learners to enter their designs of an open plan kitchen layout into a competition.

It is expected of you to design an open-plan kitchen including a breakfast nook for a town house with an area of 80 m². It is also expected of you to make one of the indicated options.

1. SPECIFICATIONS

The following requirements will be applicable to the design of the open-plan kitchen:

- Total area of the kitchen is approximately 15 m².
- All cupboards and doors to be made from 16 mm melamine chipboard.
- The working surface must be made of 32 mm thick material.

Provision must be made for the following in the open-plan kitchen:

- Fridge
- Electric stove
- Dish washer
- Microwave oven
- Wash-up area with kitchen sink
- Washing machine
- Tumble-drier
- Base units
- Wall suspended units
- Broom cupboard
- Breakfast nook to accommodate 4 people

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 of an open-plan kitchen layout to address the problem/situation
- Choose the open-plan kitchen that offers the best solution and develop it fully

- Planning – show steps and time frames for the development and making of the simulated kitchen or full size wall unit/floor unit or breakfast nook stool
- List of materials needed to build the real open plan kitchen or real wall/floor unit or breakfast nook stool
- List of tools and equipment needed to build the real open-plan kitchen (without appliances) or the real wall- /floor unit or breakfast nook stool
- A cutting list of all timber required to build the full size wall unit or floor unit or breakfast nook stool (only for options 2 and 3).
- Evaluation of the product
- Bibliography/list of references
- Annexures, e.g. letters received, quotation of costs, internet research, etc.
- Learner assignment and assessment instruments for the design portfolio and product/model

2.2 After the final idea has been developed **ONE** of the following working drawings **MUST** be submitted:

OPTION 1:

- The floor plan of the open-plan kitchen showing all the appliances. The triangle of movement between the applicable kitchen appliances must be shown on the floor plan. Use the correct colour coding as prescribed by the National Building Regulations to colour the floor plan.
- The inside views (front views) of the kitchen seen from all angles.
- The floor plan showing the electrical layout of wall sockets, switches and lights.

OPTIONS 2 AND 3:

- The floor plan of the open-plan kitchen showing all the appliances. The triangle of movement between the applicable kitchen appliances must be shown on the floor plan. Use the correct colour coding as prescribed by the National Building Regulations to colour the floor plan.
- The floor plan showing the electrical layout of wall sockets, switches and lights.
- The front view and sectional left view of the wall unit or floor unit or breakfast nook stool.

RECOMMENDATION: Let all learners draw the floor plan and electrical layout and then their choice.

NOTE:

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 be provided with dimensions, labels, notes and scales. Drawings should also comply with the minimum requirements as stipulated in the SANS/SABS 0143, Code of Practice for building drawings.

2.3 Choose ONE of the options indicated below and develop and make:**Option 1****2.3.1 A scale model of the open-plan kitchen.**

The scale model must include the following:

- Walls, windows and doors
- All floor and wall cabinets (to scale)
- All appliances as listed in the specifications

Option 2**2.3.2 A full-scale model of a wall or floor unit for the open-plan kitchen. Any applicable method can be used to assemble the parts (ONE cabinet only).**

Choose ONE:

Wall unit

The model must include the following:

- Cupboard with one shelf
- One door

Model specifications

- Total height – 700 mm
- Depth – 290 mm
- Width – 450 mm

OR

Floor unit

The model must include the following:

- Cupboard with one shelf
- Drawer
- Base/plinth for the cupboard
- One door

Model specifications

- Total height – 880 mm (from finished floor level to top of work surface)
- Depth – 570 mm
- Width – 450 mm

Drawer:

- Depth – 450 mm
- Must be located above the door

General:

- Hinges, door handles and locks of your choice

Option 3**2.3.3 A full-scale model of a breakfast nook stool. Any applicable method can be used to assemble the parts.****Height:**

- The height of the stool is determined by the height of the work area.

Legs:

- Four legs with bracing
- Leg shape of own choice
- Legs can be straight or mounted at an angle

Shape of seat:

- Square, round or shaped
- Upholstery optional

Back piece: (Optional)

- Square, round or shaped
- Upholstery optional

SECTION C**3. ASSESSMENT TOOLS**

The assessment tools below will be used to assess the different sections of your PAT. Use these to assist you in making your product or model.

3.1 Rubric for assessment of the design portfolio

CRITERIA	7	6	5	4	3	2	1
	80–100%	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	Required information. Extremely neat: Name Register class Year 20... Appropriate cover illustration Appropriate title Index All sections Page numbers	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
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.
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).

CRITERIA	7	6	5	4	3	2	1
	80–100%	70–79%	60–69%	50–59%	40–49%	30–39%	0–29%
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.
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.
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.

2. Marking memorandums for the working drawings.**2.1 Marking memorandum for the working drawings of the open plan kitchen.****Assess all the components indicated below.**

Learner name: _____

SCALE DRAWINGS	CRITERIA	TOTAL MARKS	LEARNER'S MARKS	CONVERT TO 25
FLOOR PLAN OF OPEN-PLAN KITCHEN AND LOUNGE	Wall thickness correctly drawn	4		
	Kitchen door correctly positioned and drawn	3		
	Kitchen window correctly positioned and drawn	3		
	Correct drawing symbols for breakfast nook, appliances, sink, floor and wall units	9		
	Correct floor area of kitchen (15 m ²)	3		
	Correct colour coding used on floor plan	2		
	Triangle of movement between the applicable appliances	1		
	Neatness and line work	4		
	Scale applied accurately	4		
	Dimensions shown correctly	5		
	Print floor plan and scale below drawing	2		
SUBTOTAL		40		
VIEWS (FRONT VIEWS OF KITCHEN FROM DIFFERENT ANGLES)	Correct height and width of walls	4 x 1		
	Positioning of appliances according to floor plan	4 x 1		
	Window(s) and door(s) shown	2		
	Height of floor and wall units	4 x 1		
	Width of units	4 x 1		
	Height of plinth	1		
	Drawers shown	1		
	Dimensions shown correctly	4		
	Neatness and line work	2		
	Scale applied accurately	2		
	Print scale and names of views	2		
SUBTOTAL		30		
ELECTRICAL LAYOUT	Accuracy of floor plan	5		
	Clear layout of electrical system	10		
	Drawing symbols for electricity	5		
	Drawing symbols for domestic appliances	6		
	Neatness and line work	2		
	Print scale and name of drawing	2		
SUBTOTAL		30		
TOTAL		100		

2.2 Marking memorandum for the working drawings of the open plan kitchen and wall or floor unit.

Assess all the components indicated below.

Learner name: _____

SCALE DRAWINGS	CRITERIA	TOTAL MARKS	LEARNER'S MARKS	CONVERT TO 25
FLOOR PLAN OF OPEN-PLAN KITCHEN AND LOUNGE	Wall thickness correctly drawn	4		
	Kitchen door correctly positioned and drawn	3		
	Kitchen window correctly positioned and drawn	3		
	Correct drawing symbols for breakfast nook, appliances, sink, floor and wall units	9		
	Correct floor area of kitchen (15 m ²)	3		
	Correct colour coding used on floor plan	2		
	Triangle of movement between the applicable appliances	1		
	Neatness and line work	4		
	Scale applied accurately	4		
	Dimensions shown correctly	5		
	Print floor plan and scale below drawing	2		
SUBTOTAL		40		
FRONT VIEW OF ONE WALL OR FLOOR UNIT	Correctness (according to measurements)	3		
	Top (wall unit) or work top (floor unit)	1		
	Sides	1		
	Shelf	1		
	Braces	1		
	Door (wall unit) or door and drawer (floor unit)	2		
	Hidden detail	1		
	Dimensions correctly indicated	2		
	Neatness and line work	1		
	Print name of view and scale	2		
SUBTOTAL		15		
SECTIONAL LEFT VIEW OF ONE WALL OR FLOOR UNIT	Correctness (according to measurements)	2		
	Top or work top	1		
	Braces	2		
	Door	2		
	Shelf	1		
	Base or floor board	1		
	Kick plate (plinth) and drawer (only at floor unit) OR Rail for fixing against wall (only for wall unit)	2		
	Neatness and line work	1		
	Print name of view	1		
SUBTOTAL		15		
ELECTRICAL LAYOUT	Accuracy of floor plan	5		
	Clear layout of electrical system	10		
	Drawing symbols for electricity	5		
	Drawing symbols for domestic appliances	6		
	Neatness and line work	2		
	Print scale and name of drawing	2		
SUBTOTAL		30		
TOTAL		100		

2.3 Marking memorandum for the working drawings of the open plan kitchen and breakfast nook stool.

Assess all the components indicated below.

Learner name: _____

SCALE DRAWINGS	CRITERIA	TOTAL MARKS	LEARNER'S MARKS	CONVERT TO 25
FLOOR PLAN OF OPEN-PLAN KITCHEN AND LOUNGE	Wall thickness correctly drawn	4		
	Kitchen door correctly positioned and drawn	3		
	Kitchen window correctly positioned and drawn	3		
	Correct drawing symbols for breakfast nook, appliances, sink, floor and wall units	9		
	Correct floor area of kitchen (15 m ²)	3		
	Correct colour coding used on floor plan	2		
	Triangle of movement between the applicable appliances	1		
	Neatness and line work	4		
	Scale applied accurately	4		
	Dimensions shown correctly	5		
	Print floor plan and scale below drawing	2		
	SUBTOTAL	40		
FRONT VIEW OF STOOL	Seat	2		
	Legs	4		
	Bracing	4		
	Neatness and line work	1		
	Scale applied accurately	1		
	Dimensions shown correctly	2		
	Print name of view	1		
	SUBTOTAL	15		
SECTIONAL LEFT VIEW OF STOOL	Seat	2		
	Legs	4		
	Bracing	2		
	Neatness and line work	1		
	Scale applied accurately	1		
	Dimensions shown correctly	3		
	Print name of view and scale	2		
	SUBTOTAL	15		
ELECTRICAL LAYOUT	Accuracy of floor plan	5		
	Clear layout of electrical system	10		
	Drawing symbols for electricity	5		
	Drawing symbols for domestic appliances	6		
	Neatness and line work	2		
	Print scale and name of drawing	2		
	SUBTOTAL	30		
TOTAL		100		

3.3 Rubric for assessment of the final product/model.

CRITERIA	7	6	5	4	3	2	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 outstandingly well.	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 material and time management.	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 making 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 was developed.	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:.....

SCHOOL STAMP

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	TOTAL:	TOTAL: 100%	TOTAL: 25
		7	7	7	7	7	7	42	100	25
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
							TOTAL OF PAGE			
							GROUP AVERAGE			

Signature of (Teacher)

Date

Signature of (Moderator)

Date

SCHOOL STAMP

MARK SHEET FOR THE WORKING DRAWINGS OF THE:															
NAME OF LEARNER		CRITERIA													
		OPEN PLAN KITCHEN			OPEN KITCHEN PLAN WITH THE WALL OR FLOOR UNIT				OPEN KITCHEN PLAN WITH THE BREAKFAST NOOK STOOL				TOTAL: 100	TOTAL: 100 %	TOTAL: 25
		FLOOR PLAN	FRONT VIEW	ELECTRICAL LAYOUT	FLOOR PLAN	FRONT VIEW	SECTIONAL LEFT VIEW	ELECTRICAL LAYOUT	FLOOR PLAN	FRONT VIEW	SECTIONAL LEFT VIEW	ELECTRICAL LAYOUT			
		40	30	30	40	15	15	30	40	15	15	30	100	100	25
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
		TOTAL OF 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 OF 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 OF PAGE			
			GROUP AVERAGE (LAST PAGE)			

 Signature (Teacher)

 Date

 Signature (Moderator)

 Date

SCHOOL STAMP