



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# **CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY**

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## **BRICKLAYING AND PLASTERING**

### **GRADE 4-5**

Curriculum and Assessment  
Policy Statement Grade R-5  
for learners with Severe  
Intellectual Disability

## Contents

1	SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADES R TO 5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY.....	5
1.1	Background.....	5
1.2	Overview .....	7
1.3	General aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with Severe Intellectual Disability .....	8
1.3.1	The aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with severe intellectual disability .....	9
1.4	Subjects and time allocation.....	10
2	SECTION 2: INTRODUCTION TO BRICKLAYING AND PLASTERING.....	14
2.1	What is Bricklaying and Plastering? .....	14
2.2	Specific Aims: .....	14
2.3	Topics to be studied in Bricklaying and Plastering include.....	15
2.4	Requirements for Building and Plastering as a subject.....	15
2.4.1	Time Allocation .....	15
2.4.2	Resources.....	16
2.4.3	Infrastructure.....	16
2.4.4	Finances .....	17
2.4.5	Stock control .....	17
2.5	Career opportunities.....	17
3	SECTION 3: OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS.....	18

3.1	Content overview of theoretical topics .....	18
3.2	Content overview of theoretical topics .....	24
3.2.1	Grade 4: 1st year and 2nd year. Term 1.....	24
3.2.2	Grade four: 1st year and 2nd year. Term 2 .....	33
3.2.3	Grade four: 1st year and 2nd year. Term 3 .....	42
3.2.4	Grade 4 : 1st year and 2nd year. Term 4.....	51
3.2.5	Grade 5 : 1st, 2nd and 3rd year Term 1 .....	60
3.2.6	Grade 5 : 1st, 2nd and 3rd year Term 2 .....	71
3.2.7	Grade 5 : 1st, 2nd and 3rd year Term 3 .....	82
3.2.8	Grade 5 : 1st, 2nd and 3rd year Term 4 .....	93
4	SECTION 4: ASSESSMENT .....	104
4.1	Introduction .....	104
4.2	Assessment principles .....	105
4.2.1	Definition .....	105
4.2.2	Informal Assessment or Daily Assessment .....	106
4.2.3	Formal Assessment .....	106
4.3	Managing assessment .....	110
4.3.1	Types of Assessment.....	110
4.3.2	Planning Assessment.....	111
4.3.3	Methods of Assessment.....	112
4.3.4	Assessment tools/instruments to execute assessment.....	113
4.4	School Assessment Programme .....	115

4.5	Assessment programme across the five years .....	115
4.6	Recording and Reporting .....	120
4.7	Moderation of Assessment.....	122
4.7.1	Moderation serves five purposes:.....	122
4.7.2	Internal moderation .....	122
4.8	General .....	122

# **1 SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADES R TO 5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY**

## **1.1 Background**

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. The Convention on the Rights of Persons with Disabilities, ratified by the Parliament of South Africa in 2007 (Article 24) requires Government to ensure that children with disabilities are able to access an inclusive, quality primary, compulsory education and secondary education on an equal basis with others in the communities in which they live and that persons with disabilities are not excluded from the general education.

There are learners participating in the General Education and Training Band who have an aptitude and interest in applied knowledge and vocational skills for whom the National Curriculum Statement, Grades R to 12 (NCS) needs to be differentiated to make it fully accessible. This would include learners with moderate to severe intellectual disability and learning difficulties. Knowledge and skills should be presented at a more functional level and at reduced depth and breadth, whilst a number of occupational subjects are also made available. They should be given an opportunity to receive an endorsed statement of achievement that is related to learning within their interest and aptitude.

This Learning Programme has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols outlined in the Policy on Screening, Identification, Assessment and Support of 2014. They will benefit from curriculum content that is aligned to the Foundation and Intermediate Phase of the National Curriculum Statement at a more applied and functional level in accordance with their age, interest and aptitude.

It is critical, that through flexibility and differentiated methodologies, learners enrolled for these differentiated subjects will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum requirements set for the different grades. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies relevant to the specific subject. They should be in a position to demonstrate the values and practical competencies that they have mastered which will make it possible for them to progress to either the Technical Occupational pathway or the world of work.

The learning programme is structured in such a way that it makes provision for a wide spectrum of learners with moderate to severe intellectual disability and learning difficulties across the age span. It is aimed at the full development of their human potential and sense of dignity and self-worth. It also allows for the development of their personality, talents and creativity, as well as their mental and physical abilities, cultural, social, environmental and economic competencies to their fullest potential with a view to enabling them to participate effectively and independently in a free society as adults (Convention on the Rights of Persons with Disabilities, 2006 and the White Paper on the Rights of Persons with Disabilities, 2015).

The learning programme for CSPID should be consulted in cases where a learner enters the CAPS Grades R – 5 for learners with Severe Intellectual Disability (SID) programme at a level where they require bridging to join the appropriate grade. The CSPID learning programme will provide a framework for educators to design down to ensure that there is a smooth transition into the SID learning programme.

The introduction of this Learning Programme within the National Curriculum Statement is aimed at strengthening of respect for human rights, fundamental freedoms and human diversity. It will provide learners in ordinary and in special schools across the range of competencies and aptitudes with conditions that ensure dignity, promote self-reliance and

facilitate active participation in the school and in the community and offer the opportunity to obtain a recognised and accredited statement of achievement.

## 1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for differentiated education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) The United Nations Convention on the Rights of People with Disabilities adopted by the United Nation general Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ii) The White Paper on the Rights of Persons with Disabilities (2015);
- (iii) The National Education Policy Act (Act 27 of 1996);
- (iv) The South African Schools Act (Act 84 of 1996);
- (v) The National Curriculum Statement, Grades R to 12 (2011);
- (vi) The South African National Curriculum Framework for Children from Birth to Four (2015);
- (vii) National Early Learning and Development Standards for Children Birth to Four Years (NELDS) (2009);
- (viii) Section 11 of the Children's Act (Act 31 of 2005);
- (ix) Chapter 5, section 76 of the Children's Act as amended (2007);
- (x) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (xi) Continuing Education and Training Act (2006 as amended by Act No 3 of 2012 and Act No 1 of 2013);
- (xii) Standards and Quality Assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (xiii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiv) Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2014);
- (xv) Policy on Screening, Identification, Assessment and Support (SIAS) (2014);

- (xvi) Guidelines for Responding to Diversity in the Classroom (2012);
- (xvii) National Protocol on Assessment (2011), specifically Chapter 9;
- (xviii) National Policy Pertaining to Promotion and Progression Requirements (2011);
- (xix) Learning Programme for Children with Severe to Profound Intellectual Disability.

### 1.3 General aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with Severe Intellectual Disability

- (a) The National Curriculum Statement Grades R to 9 gives expression to the knowledge, skills, values and attitudes worth learning in South African schools. This curriculum aims at removing the barriers that make it difficult for learners with moderate to severe intellectual disability and learning difficulties to access the curriculum. It will enable them to acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) The Curriculum and Assessment Policy Statement (CAPS) Grades R to 5 for learners with Severe Intellectual Disability serves the purpose of:
  - Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
  - Facilitating the transition of learners from education institutions to either protective or open employment;
  - Providing employers with a sufficient profile of a learner's competences;
  - Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;
  - Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
  - Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (c) The curriculum is based on the following principles:



- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
  - Active learning: encouraging an active approach to multi-sensory learning;
  - Attainment of realistic, but high knowledge and skills levels: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
  - Progression: content and context of each grade shows progression from simple to complex;
  - Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.
- (d) Inclusivity should become a central part of the organisation's planning and teaching at each school. All teachers should have a sound understanding of how to recognise and address severe intellectual barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011).

### 1.3.1 The aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with severe intellectual disability

The specific aims of the CAPS Grades R to 5 for learners with Severe Intellectual Disability are to:

- Give recognition to learners who would follow the curriculum, irrespective if they meet the requirements and achieve the competencies as specified in the learning programmes;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them to be more independent and better

equipped for life after school. It may also enable the learners to enter a Technical Occupational curriculum;

- Promote Lifelong learning to enable learners to continue with further learning and skills development in sheltered or open employment;
- Prepare learners to function better in a fully inclusive society and employment; and
- Provide employers with a profile of the learner's competence.

1.3.1.1 Learners successfully completing the curriculum will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the curriculum;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Use technology effectively and
- Demonstrate entrepreneurial skills that will enable them to create their own work in the contexts in which they live.

1.4 Subjects and time allocation

Instructional time for the Learning Programmes is 27½ hours in a five day cycle;

<b>Subjects</b>	<b>Time</b>
<b>General Education</b>	
<b>Languages</b>	5 – 14 years = 10 hours
Home Language	14 – 18 years = 6 hours
First additional language	14 – 18 year = 2 hours
<b>Mathematics</b>	5 – 14 years = 5 hours
	14 – 18 years = 3 hours

<b>Life Skills</b>	Life Skills – Personal and Social Wellbeing	5 – 14 years = 8 hours 14 – 18 years = 5 hours
	Physical Education	1 hour
	Creative Arts	5 – 14 years = 3½ hours 14 – 18 years = 1 hour
	Natural Sciences	1½ hours
<b>Skills subjects</b>		14 – 18 years = 8 hours

<b>Subjects</b>	<b>Time</b>
<b>CAPS Grades R to 5 for learners with severe intellectual disability: Electives</b>	
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Needlework Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting	8 hours

Mechanical Technology: Motor Mechanics  Mechanical Technology: Welding  Office Administration  Personal Care: Ancillary Health Care  Personal Care: Beauty and Nail Technology  Personal Care: Hairdressing and Beauty Care  Service Technology: Maintenance	
Total: General and Skills subjects	27½

The following table proposes the learner progression across the years in the curriculum.

Grades R – 3	Grades 4 – 5
General Education  Home Language  Mathematics  Life Skills <ul style="list-style-type: none"> <li>- Personal and Social wellbeing</li> <li>- Physical education</li> <li>- Creative arts</li> </ul>	General Education  Home Language  First Additional Language  Mathematics  Life Skills <ul style="list-style-type: none"> <li>- Personal and Social wellbeing</li> <li>- Physical education</li> <li>- Creative arts</li> <li>- Natural Sciences</li> </ul> Skills subjects

	A minimum of 3 skills and maximum of 4 skills
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## 2 SECTION 2: INTRODUCTION TO BRICKLAYING AND PLASTERING.

### 2.1 What is Bricklaying and Plastering?

Bricklaying and Plastering is made up of three parts;

**Bricklaying-** consists mostly of placing bricks and blocks on top of one another whilst following the three rules of: plumb, level and straight.

**Plastering-** comprises the artistic and functioning covering and finishes of the interior and exterior walls of the buildings according to specifications and

**Brick making-** is the process of making bricks using small aggregate cement which is formed in the steel moulds and the finish.

The learner will be able to assist a qualified artisan, semi skilled artisan or be able to follow a supervisor's instructions.

Bricklaying and Plastering skills and the content embedded in the skills are taught over two years in Grade 4 and 3 years in Grade 5 . The teacher is allowed to adapt the difficulty level of the skills to the ability of the learner. During grade 5 in the second and third years the learners are placed in the learner work experience programme (LWEP) to acclimatise them to the world of work and prepare them for future jobs.

### 2.2 Specific Aims:

In Bricklaying and Plastering learners will study:

- Health, safety and first aid procedures as well as good housekeeping principles
- The sectors in the Building and plastering industry and career possibilities in each sector
- Client services and customer care in the industry
- Managing resources and job planning
- Drawings
- How to identify, use and maintain tools, equipment and building material
- Building methods and decorative brickwork
- Basic skills in each aspect of the Building and Plastering sector

- Repairing and maintaining masonry structures
- Brick making
- Introduction to the world of work

### 2.3 Topics to be studied in Bricklaying and Plastering include

The table below indicates the main topics in the Bricklaying and Plastering programme.

1	Health, safety and good housekeeping practises
2	Sketches
3	Tools and equipment
4	Access equipment
5	Building and bricklaying
6	Plastering
7	Brick and block making
8	Finishing
9	Masonry structures
10	World of work

### 2.4 Requirements for Building and Plastering as a subject

#### 2.4.1 Time Allocation

The compulsory instructional time for the Vocational Learning Programme for learners experiencing severe intellectual disabilities amounts to 8 hours per 5-day cycle. Schools may offer either three (3) or four (4) vocational subjects, depending on the number of learners in the school and the resources available. The compulsory instructional time for **Bricklaying and Plastering** is either:

- 2 hours per 5-day cycle plus three (3) other vocational subjects or
- 2, 5 hours per 5-day cycle plus two (2) other vocational subjects.

Twenty percent (20%) of the above mentioned time is utilized to teach subject content which should be embedded in teaching the learners to execute the skills. This implies that theoretical lessons should not be instructed in isolation, but during the teacher's demonstration that takes place before the learners practise the skills. The learners are required to utilize eighty percent (80%) of the time to practise the various skills in the classroom.

## 2.4.2 Resources

### 2.4.2.1 Human resources

An appropriately qualified teacher registered with SACE in line with National Education Policy Act 27 of 1998 section 7.4.

### 2.4.2.2 Uniforms

Learners should use a two piece overall and safety shoes.

### 2.4.2.3 Books, magazines and teaching media

- Each learner should have a learner workbook for the current module being studied
- The teacher should have books on Building and Plastering
- You tube videos on Building and Plastering
- Models of Building and Plastering components

### 2.4.2.4 Infrastructure and equipment

The subject may not be offered without the necessary infrastructure, tools and equipment.

## 2.4.3 Infrastructure

A double or one and a half size classroom or a fully fledged workshop. Most work can be done outside the classroom/ workshop or even on the school buildings.

The workshop should contain the following furniture and equipment

• 1 x teachers table and chair	• 2x lockable cupboards
• 1x workbenches x2 bench vices	• 1 x wash basin
• 1 x chalk line	• 4 x brick hammer
• 4 x rubber mallet	• 4 x ball pein hammers
• 4 x claw hammers	• 4 x Club hammer
• 4 x steel floating trowel	• 4 x finger trowel
• 4 x pointing trowel	• 4 x brick trowel
• 4 x edging trowel	• 4 x wooden float



• 4 x builders hawk	• 4 x tape measure
• 4 x builders square	• 4 x wooden builders square
• 4 x builders line	• 4 x spirit levels
• 4 x gauge lath	• 4 x bolster chisel
• 4 x Brick bolster chisel	• 4 x cold chisels
• 4 x pliers	• 1 x bench grinder
• 2 x Pickaxe	• 4 x spade
• 2 x ladders	• 1 x handsaw
• 1 x hand drill	• 1 x drill press
• 1 x angle grinder	• 1 x circular saw
• 1 x jig saw	• 1 x hosepipe
• 1 x block/brick making machine	• 4 x tile cutter

- Consumables are not included in list

The learners work in groups of 4.

#### 2.4.4 Finances

The subject may not be offered without the necessary finances provided by the school.

- An annual budget should be available to purchase consumables for weekly practical tasks.
- Maintenance and purchasing of new tools/equipment should be added to the budget

#### 2.4.5 Stock control

- The teacher is responsible for the stock and will keep the workshop and tools and equipment locked at all times when not present.
- Annual stock control is essential, a stock control book must be kept in the workshop and a summary stock sheet must be kept in the office.

### 2.5 Career opportunities

Learners are equipped to be

- Employed as assistants to an artisan or semi skilled artisan.
- An entrepreneur, under supervision.
- Employed under the 7 % disability job clause.
- Sub contractors under supervision
- Employed in schools as handymen

### 3 SECTION 3: OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

Each week has a compulsory contact time of 2 to 2,5 hours (depending on the number of vocational subjects offered at school) for the subject Building and Plastering.

#### 3.1 Content overview of theoretical topics

The content is embedded in the skills and the learners should execute the skills in a stimulated working environment re created in the skills workshop. The table below indicates the topics and content in the Building and Plastering learning programme in Grade 4 and 5.

	Topic	Grade 4 The learner must be able to:	Grade 5 The learner must be able to:
1	Health, safety and good housekeeping practices	<ul style="list-style-type: none"> <li>• State the rules of the workshop</li> <li>• Identify and remove potential hazards in the work area.</li> <li>• Identify, use and care of protective clothing and equipment.</li> <li>• Demonstrate the ability to take appropriate steps in an emergency.</li> <li>• Set up protection and safety equipment for the working area.</li> <li>• Use, store and maintain tools and equipment safely.</li> <li>• Comply with Health, Safety and Welfare in the workplace.</li> <li>• Understand unsafe conditions and acts</li> <li>• Observe correct and safe use of cleaning equipment and materials.</li> <li>• Report faulty equipment</li> <li>• Practice cleanliness of workstations.</li> <li>• Practice relevant safety routines</li> <li>• Practice safe handling and use of tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and remove potential hazards in the work area.</li> <li>• State unsafe conditions and acts.</li> <li>• Practice good housekeeping.</li> <li>• Locate fire extinguishers and fire hoses.</li> <li>• Identify and use fire extinguishers.</li> <li>• Identify and follow procedures for emergencies promptly and correctly.</li> <li>• Report injuries involving individuals to the relevant persons promptly.</li> <li>• Follow procedures that apply to illness or injuries in the work area.</li> <li>• Access a first aid box</li> <li>• Administer basic first aid</li> <li>• Intervene in a first aid scenario.</li> <li>• Treat bleeding wounds.</li> <li>• Treat an injured person for</li> </ul>

		<ul style="list-style-type: none"> <li>Practice cleanliness and tidiness of workshop.</li> </ul>	<p>shock.</p> <ul style="list-style-type: none"> <li>Observe organisational housekeeping policies and procedures.</li> <li>Comply with housekeeping procedures and policies</li> <li>Identify and report shortcomings in housekeeping practices</li> <li>Comply with relevant safety routines</li> </ul>
2	<b>Sketches</b>	<ul style="list-style-type: none"> <li>Identify and interpret components as per job requirements.</li> <li>Produce basic freehand sketches.</li> <li>Identify and interpret components as per job requirements.</li> <li>Produce freehand sketches that comply with job requirements.</li> <li>Explain freehand sketches and materials.</li> <li>Extract information from the drawing in terms of the setting out requirements on site</li> <li>Convert scales and measurements in terms of actual dimensions required</li> </ul>	
3	<b>Tools and equipment</b>	<ul style="list-style-type: none"> <li>Describe the role of the builder</li> <li>Identify, select and use basic hand tools.</li> <li>Identify, select and use specialised tools.</li> <li>Identify, select and use measuring tools.</li> <li>Identify, select and use power tools</li> </ul>	<ul style="list-style-type: none"> <li>Identify, use and care for hand tools</li> <li>Identify, use and care for power tools.</li> <li>Identify, use and care for specialised tools.</li> <li>Identify, use and care for measuring tools.</li> <li>Maintain and repair tools and equipment.</li> </ul>
4	<b>Access equipment</b>	<ul style="list-style-type: none"> <li>Erect and dismantle an extension ladder.</li> <li>Make use of a step ladder.</li> </ul>	<ul style="list-style-type: none"> <li>Level and clear area where scaffolding is erected.</li> <li>Place adjustable jacks in position.</li> <li>Level horizontal components.</li> </ul>

			<ul style="list-style-type: none"> <li>• Position scaffold boards properly on supports.</li> <li>• Tighten all couplings.</li> <li>• Dismantle and stack components in the correct order.</li> <li>• Erect and dismantle a trestle scaffold.</li> </ul>
5	<b>Building and bricklaying</b>	<ul style="list-style-type: none"> <li>• Understand the basic principles of site preparation</li> <li>• Draw up an accurate estimate of the quantities for materials needed</li> <li>• Prepare an order list based on specifications</li> <li>• Identify suppliers of materials</li> <li>• Know basic building material</li> <li>• Know dangers and safety precautions when handling materials</li> <li>• Know storage and care for materials</li> <li>• Understand setting out principles</li> <li>• Know the different methods of squaring</li> <li>• Transfer foundation lines accurately to ground</li> <li>• Excavate trenches in accordance with specified dimensions and building regulations</li> <li>• Install pegs level and at the correct height including different step levels</li> <li>• Mix concrete</li> <li>• Cast/ pour concrete</li> <li>• Know how to read profiles and use gauge rods</li> <li>• Transfer levels</li> <li>• Set up vertical columns/profile to plumb with line and level well supported</li> <li>• Mix mortar for bricklaying</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the procedures and precautions involved in mixing of concrete and mortar on site</li> <li>• Cast a concrete slab</li> <li>• Lay a concrete floor and top screed</li> <li>• Understand the principles of constructing load bearing walls</li> <li>• Build 110 and 220 brick walls between columns</li> <li>• Build a cavity wall with windows and door frames</li> <li>• Build in sills and embed tiles in mortar</li> <li>• Lay blocks</li> <li>• Build a right angle return half brick wall between vertical columns/ profiles</li> <li>• Build a half brick corner in a stretcher bond</li> <li>• Build a one brick corner in stretcher bond</li> <li>• Build 330 columns or piers</li> <li>• Build 220 columns</li> <li>• Build an arch</li> <li>• Install horizontal reinforcement in accordance with movement and strength requirements</li> <li>• Prepare the work area where the formwork is to be fabricated</li> <li>• Fabricate formwork</li> <li>• Conduct post- fabrication activities</li> </ul>

		<ul style="list-style-type: none"> <li>• Set out and erect simple straight walls</li> <li>• Build a foundation wall up to damp proof course.</li> <li>• Install re- enforcing according to specifications</li> <li>• Install DPC membrane according to specified requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare the work area where the formwork is to erected</li> <li>• Erect formwork</li> <li>• Pour concrete in the formwork</li> <li>• Strip formwork</li> <li>• Build decorative elements(flat or semi-circular arch)</li> <li>• Finish decorative element</li> <li>• Join and point decorative element</li> <li>• Lay tiles and pavers</li> </ul>
6	<b>Plastering</b>		<ul style="list-style-type: none"> <li>• Clean concrete slab</li> <li>• Check and level slab</li> <li>• Apply damp proof course on concrete slab where required</li> <li>• Top and screed floor surfaces</li> <li>• Mix plaster</li> <li>• Prepare work area for plastering remove dust and dirt and dampen surfaces where necessary</li> <li>• In-situ plaster mouldings are run in accordance with requirements</li> <li>• Prefabricated mouldings are prepared and fixed according to specifications</li> <li>• Plaster skirting's are formed according to specifications</li> <li>• Plaster walls</li> <li>• Use correct tools for horizontal, vertical joints</li> </ul>
7	<b>Brick and block making</b>	<ul style="list-style-type: none"> <li>• Identify, use and maintain a concrete brick and block making machine</li> <li>• Mix aggregate for concrete bricks or blocks</li> <li>• Add pigment if necessary to aggregate</li> <li>• Feed mechanical press with the</li> </ul>	

		<p>required amount of concrete for a concrete brick or block</p> <ul style="list-style-type: none"> <li>• Compress aggregate and move machine to next spot</li> <li>• Ensure that concrete brick or block is cured</li> <li>• Check concrete bricks or blocks for defects</li> </ul>	
8	<b>Finishing</b>		<ul style="list-style-type: none"> <li>• Fit windows</li> <li>• Fit doors and door locks</li> <li>• Fit wall plates for roof trusses</li> <li>• Set out, position and secure roof trusses</li> <li>• Fit DPC to roof</li> <li>• Fit roof tile battens</li> <li>• Fit roof tiles</li> <li>• Paint undercoat</li> <li>• Install a range of finishing components</li> </ul>
9	<b>Masonry structures</b>	<ul style="list-style-type: none"> <li>• Repair a concrete floor</li> <li>• Re-point brickwork</li> <li>• Replace a damaged brick</li> <li>• Patch rendering</li> <li>• Level uneven paving</li> <li>• Deal with rising damp</li> <li>• Clean masonry</li> </ul>	<ul style="list-style-type: none"> <li>• Repair faulty flashings</li> <li>• Repair cracked walls</li> </ul>
10	<b>World of work</b>	<ul style="list-style-type: none"> <li>• Practice good work habits- personal presentation</li> <li>• Practice good work habits- social presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Work with competence</li> <li>• Improve work tolerance</li> <li>• Practice appropriate social skills training</li> <li>• Be orientated to the open labour market</li> <li>• Perform personal management/ activities for daily living.</li> <li>• Participate in the learner work experience programme (LWEP).</li> <li>• Identify the criteria for the learner work experience programme.</li> </ul>

The content is embedded in the skills and the learners should execute the skills in a simulated working area recreated in a Building and Plastering workshop.

Each week has a compulsory contact time of 2 to 5 hours (depending on the number of vocational subjects offered at school) for the subject Maintenance.

### 3.2 Content overview of theoretical topics

The content is embedded in the skills and the learners should execute the skills in a simulated working environment recreated in the classroom/centre. The table below indicates the topics and content in the **Building and Plastering** learning programme in grade 4 and 5.

#### 3.2.1 Grade 4: 1st year and 2nd year. Term 1.

Grade 4 Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
1	Health, safety and good housekeeping practices	<b>Grade 4 1<sup>st</sup> year</b> <ul style="list-style-type: none"> <li>Describe the role of the builder</li> <li>State the rules of the workshop</li> <li>Identify and remove potential hazards in the work area</li> <li>Practice good housekeeping</li> <li>Identify, use and care for protective clothing and equipment</li> </ul>	<b>Grade 4 1<sup>st</sup> year</b> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses the role of the builder in society</li> <li>Discusses different job opportunities available to the builder</li> <li>Discusses the rules of the workshop</li> <li>Discusses and demonstrates how to identify and remove potential hazards in the work area</li> <li>Discusses and demonstrates how to practice good housekeeping</li> <li>Discusses and demonstrates how to identify, use and care for protective clothing and equipment</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>States the role of the builder in industry and the different job opportunities</li> </ul>



Grade 4 Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
		<p><b>Grade 4 2<sup>nd</sup> year</b></p> <ul style="list-style-type: none"> <li>Understand unsafe conditions and acts</li> <li>Observe correct and safe use of cleaning equipment and materials</li> <li>Practice good housekeeping</li> </ul>	<p>available to the builder</p> <ul style="list-style-type: none"> <li>States the rules of the workshop</li> <li>Identifies and removes potential hazards in the work area</li> <li>Practices good housekeeping</li> <li>Identifies, uses and cares for protective clothing and equipment</li> </ul> <p><b>Grade 4 2<sup>nd</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates unsafe conditions and acts</li> <li>Discusses and demonstrates correct and safe use of cleaning equipment and material</li> <li>Discusses and demonstrates how to practice good housekeeping</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>States and understands unsafe conditions and acts</li> <li>Uses cleaning equipment and material correctly and safely</li> <li>Practices good housekeeping</li> </ul>
2	Sketches	<p><b>Grade 4 1<sup>st</sup> year</b></p> <ul style="list-style-type: none"> <li>Identify and interpret components as job requirements</li> </ul>	<p><b>Grade 4 1<sup>st</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates how to identify and interpret components of a drawing as per job requirements</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Identifies and interprets components of a drawing as per job requirements</li> </ul>







Grade 4 Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
	Building and bricklaying	<b>Grade 4 2<sup>nd</sup> year</b> <ul style="list-style-type: none"> <li>Mix mortar for bricklaying</li> </ul>	<b>Grade 4 2<sup>nd</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses the different aggregates and proportions used for mixing mortar</li> <li>Discusses and demonstrates how to mix mortar for bricklaying</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>States the different aggregates and proportions used to mix mortar</li> <li>Mixes mortar for bricklaying</li> </ul>
8	Tools and equipment	<b>Grade 4 1<sup>st</sup> year</b> <ul style="list-style-type: none"> <li>Identify, select and use basic hand tools: hammers and mallets</li> </ul>	<b>Grade 4 1<sup>st</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to identify, select and use basic hand tools: hammers and mallets</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Identifies, selects and uses basic hand tools: hammers and mallets</li> </ul>
	Building and bricklaying	<b>Grade 4 2<sup>nd</sup> year</b> <ul style="list-style-type: none"> <li>Set out and erect simple straight walls</li> </ul>	<b>Grade 4 2<sup>nd</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to set out and erect simple straight walls</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Observes and assists in setting out and erecting simple straight walls</li> </ul>
9	Tools and equipment	<b>Grade 4 1<sup>st</sup> year</b> <ul style="list-style-type: none"> <li>Identify, select and use basic hand tools:</li> </ul>	<b>Grade 4 1<sup>st</sup> year</b> The teacher:

Grade 4 Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
		chisels	<ul style="list-style-type: none"> <li>• Discusses and demonstrates how to identify, select and use basic hand tools: chisels</li> <li>• Discusses and demonstrates how to sharpen a chisel</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>• Identifies, selects and uses basic hand tools: chisels</li> <li>• Sharpens a chisel</li> </ul>
	<b>Building and bricklaying</b>	<b>Grade 4 2<sup>nd</sup> year</b> Set out and erect simple straight walls	<b>Grade 4 2<sup>nd</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>• Discusses and demonstrates how to set out and erect simple straight walls</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>• Observes and assists in setting out and erecting simple straight walls</li> </ul>

### Practical assessment Term 1

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 4 1 <sup>st</sup> year	Grade 4 2 <sup>nd</sup> year
2	Identify sewer lines on a drawing Identify foundation lines on a drawing	Pour concrete Level concrete
3	Produce a free hand sketch of a trowel Produce a freehand sketch of a bathroom	Tamper the concrete Render and float the concrete
4	Produce a free hand sketch of a stretcher bond wall Produce a free hand sketch of the formwork of a driveway	Check if the profile board is level Use a profile rod to lay bricks
5	Show the boundary lines on a plan Show the foundation lines on a plan	Use a spirit level for transferring levels Transfer levels using setting out pegs
6	Convert the boundary lines on a plan to metres Convert the foundation lines on a plan to metres	Set out a profile board Level a profile board
7	Use a trowel to apply mortar Use a float to skim the floor	Place proportions of mortar mix Mix mortar
8	Use a hammer to nail a beam Use a rubber mallet to bed a paver	Set up profile board Lay first row of bricks
9	Use a chisel to chase a wall Use a brick bolster to break a brick	Set up line for straightness Lay out the rest of bricks in a stretcher bond

**Theoretical assessment Term 1**

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

The learner must be able to:

<b>Week</b>	<b>Grade 4 1<sup>st</sup> year</b>	<b>Grade 4 2<sup>nd</sup> year</b>
2	State the purpose of a plan	State the reason for levelling out concrete
3	State the purpose of a scale on a plan	State the reason for tampering concrete
4	State the material used in a free hand sketch	State the purpose of a profile
5	State the reason for setting out requirements on a plan	State the reason for transferring levels
6	State why plans are converted to mm on a plan	State the importance of a profile board
7	State the purpose of a trowel	State the purpose of mortar
8	State the purpose of the hammer	State the purpose of a stretcher bond
9	State the purpose of a chisel	State the purpose of setting up a straightness line



### 3.2.2 Grade four: 1st year and 2nd year. Term 2

Grade 4 Term 2			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
1	Health, safety and good housekeeping practices	<p><b>Grade 4 1<sup>st</sup> year</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to take appropriate steps in an emergency</li> <li>• Set up protection and safety equipment for the working area</li> <li>• Practice good housekeeping</li> </ul> <p><b>Grade 4 2<sup>nd</sup> year</b></p> <ul style="list-style-type: none"> <li>• Report faulty equipment</li> <li>• Practice cleanliness of workstations</li> <li>• Practice good housekeeping</li> </ul>	<p><b>Grade 4 1<sup>st</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• Discusses and demonstrates how to take appropriate steps in an emergency</li> <li>• Discusses and demonstrates how to set up protection and safety equipment for a working area</li> <li>• Discusses and demonstrate how to practice good housekeeping</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>• Takes appropriate steps in an emergency</li> <li>• Sets up protection and safety equipment for a working area</li> <li>• Practices good housekeeping</li> </ul> <p><b>Grade 4 2<sup>nd</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• Discusses and demonstrates how to report faulty equipment</li> <li>• Discusses and demonstrates how to practice cleanliness of workstations</li> <li>• Discusses and demonstrates how to practice good housekeeping</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>• Reports faulty equipment</li> <li>• Practices cleanliness of work stations</li> </ul>



Grade 4 Term 2			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
	<b>Building and bricklaying</b>	<b>Grade 4 2<sup>nd</sup> year</b> <ul style="list-style-type: none"> <li>Build a foundation wall up to damp proof course</li> </ul>	<b>Grade 4 2<sup>nd</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to build a foundation wall up to a damp proof course</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Observes and assists in building a foundation wall up to a damp proof course</li> </ul>
4	<b>Tools and equipment</b>  <b>Building and bricklaying</b>	<b>Grade 4 1<sup>st</sup> year</b> <ul style="list-style-type: none"> <li>Identify, select and use specialised tools: the tile cutter</li> </ul> <b>Grade 4 2<sup>nd</sup> year</b> <ul style="list-style-type: none"> <li>Install reinforcing according to specification</li> </ul>	<b>Grade 4 1<sup>st</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to identify, select and use specialised tools: the tile cutter</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Identifies, selects and uses specialised tools: the tile cutter</li> </ul> <b>Grade 4 2<sup>nd</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to install reinforcing according to specification</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Installs reinforcing according to specification</li> </ul>
5	<b>Tools and equipment</b>	<b>Grade 4 1<sup>st</sup> year</b> <ul style="list-style-type: none"> <li>Identify, select and use specialised tools:</li> </ul>	<b>Grade 4 1<sup>st</sup> year</b> The teacher:







Grade 4 Term 2			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
			<p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>• Mixes aggregate for concrete bricks or blocks</li> </ul>

**Practical assessment term 2**

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. Although four theoretical are assessed and recorded, a minimum of one 1 theoretical activity is reported on. The following serves as suggestion of skills to record and report on.

The learner must be able to:

<b>Week</b>	<b>Grade 4 1<sup>st</sup> year</b>	<b>Grade 4 2<sup>nd</sup> year</b>
2	Use a spade to dig a hole Use a wheel barrow to transport bricks	Set up a profile Set up a builders line
3	Use a spirit level to check bricks vertically Use a spirit level to check bricks horizontally	Lay mortar Lay a row of bricks
4	Use a tile cutter to cut a tile Clean a tile cutter	Lay a mortar bed Lay reinforcing in mortar bed
5	Fill a brick making machine with aggregate Use the machine to compress the aggregate	Cut DPC sheeting to size Lay out DPC sheeting
6	Use a measuring tape to measure in centimetres Use a measuring tape to measure in metres	Prepare block making machine for use Mix aggregate for block making
7	Use a builders square to square a corner Use a builders square to check straightness of a row of bricks	Measure out aggregate Fill aggregate in machine
8	Use a gauge lathe to lay bricks Use a builders line to lay bricks	Compress aggregate Remove machine
9	Switch a drill on Drill a hole in a piece of wood	Clean block making machine Check if blocks are cured



**Theoretical assessment Term 2**

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

The learner must be able to:

<b>Week</b>	<b>Grade 4 1<sup>st</sup> year</b>	<b>Grade 4 2<sup>nd</sup> year</b>
2	State the purpose of a pick	State the purpose of a profile
3	State the purpose of a spirit level	State the purpose of mortar
4	State the purpose of a tile cutter	State the purpose of reinforcing
5	State the purpose of a brick making machine	State the purpose of DPC sheeting
6	State the purpose of a measuring tape	State the purpose of the block making machine
7	State the purpose of a builders square	State the purpose of mixing the aggregate
8	State the purpose of a builders line	State the reason for compressing the aggregate
9	State the purpose of a drill	State the reason for curing blocks

### 3.2.3 Grade four: 1st year and 2nd year. Term 3

Grade 4 Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
1	Health, safety and good housekeeping practices	<p><b>Grade 4 1<sup>st</sup> year</b></p> <ul style="list-style-type: none"> <li>• Use, store and maintain tools and equipment safely</li> <li>• Practice good housekeeping</li> </ul> <p><b>Grade 4 2<sup>nd</sup> year</b></p> <ul style="list-style-type: none"> <li>• Practice relevant safety routines</li> <li>• Practice safe handling and use of tools and equipment</li> <li>• Practice cleanliness and tidiness</li> <li>• Practice good housekeeping</li> </ul>	<p><b>Grade 4 1<sup>st</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• Discusses and demonstrates how to use, store and maintain tools and equipment safely</li> <li>• Discusses and demonstrates how to practice good housekeeping</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>• Uses, stores and maintains tools and equipment safely</li> <li>• Practices good housekeeping</li> </ul> <p><b>Grade 4 2<sup>nd</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• Discusses and demonstrates how to practice relevant safety routines</li> <li>• Discusses and demonstrates how to practice safe handling and use of tools and equipment</li> <li>• Discusses and demonstrates how to practice cleanliness and tidiness</li> <li>• Discusses and demonstrates how to practice good housekeeping</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>• Practices relevant safety routines</li> </ul>







Grade 4 Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
	<b>Block and brick making</b>	<b>Grade 4 2<sup>nd</sup> year</b> <ul style="list-style-type: none"> <li>Compress aggregate and move machine to next spot</li> </ul>	<b>Grade 4 2<sup>nd</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to compress aggregate and move machine to next spot</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Compresses aggregate and moves machine to next spot</li> </ul>
7	<b>Building and bricklaying</b>  <b>Block and brick making</b>	<b>Grade 4 1<sup>st</sup> year</b> <ul style="list-style-type: none"> <li>Understand the basic principles of site preparation</li> <li>Draw up an accurate estimate of the quantities for materials needed</li> </ul> <b>Grade 4 2<sup>nd</sup> year</b> <ul style="list-style-type: none"> <li>Ensure that concrete bricks or blocks cured</li> </ul>	<b>Grade 4 1<sup>st</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates the basic principles of site preparation</li> <li>Discusses and demonstrates how to draw up an accurate estimate of the quantities for materials needed</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Understand the basic principles of site preparation</li> <li>Draw up an accurate estimate of the quantities for materials needed</li> </ul> <b>Grade 4 2<sup>nd</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to ensure that concrete bricks or blocks cured</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Ensures that concrete bricks or blocks cured</li> </ul>

Grade 4 Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
8	<b>Building and bricklaying</b>	<b>Grade 4 1<sup>st</sup> year</b> <ul style="list-style-type: none"> <li>Prepare an order list based on specifications</li> <li>Identify suppliers of materials</li> </ul>	<b>Grade 4 1<sup>st</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to prepare an order list based on specifications</li> <li>Discusses how to identify suppliers of materials</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Prepares an order list based on specifications</li> <li>Identifies suppliers of materials</li> </ul>
	<b>Block and brick making</b>	<b>Grade 4 2<sup>nd</sup> year</b> <ul style="list-style-type: none"> <li>Check concrete bricks or blocks for defects</li> </ul>	<b>Grade 4 2<sup>nd</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to check concrete bricks or blocks for defects</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Checks concrete bricks or blocks for defects</li> </ul>
9	<b>Building and bricklaying</b>	<b>Grade 4 1<sup>st</sup> year</b> <ul style="list-style-type: none"> <li>Know basic building materials</li> </ul>	<b>Grade 4 1<sup>st</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses building materials</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Identifies different building materials</li> </ul>
	<b>Masonry structures</b>	<b>Grade 4 2<sup>nd</sup> year</b> <ul style="list-style-type: none"> <li>Repair a concrete floor</li> </ul>	<b>Grade 4 2<sup>nd</sup> year</b> The teacher:

Grade 4 Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
			<ul style="list-style-type: none"> <li>Discusses and demonstrates how to repair a concrete floor</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Observes and assists in repairing a concrete floor</li> </ul>



### Practical assessment Term 3

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. Although four theoretical are assessed and recorded, a minimum of one 1 theoretical activity is reported on. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 4 1 <sup>st</sup> year	Grade 4 2 <sup>nd</sup> year
2	Switch on an angle grinder Use an angle grinder	Add pigments to the aggregate Mix the aggregate
3	Switch on a jig saw Use a jig saw	Measure the required amount of aggregate for making a block Feed aggregate into machine
4	Switch on the drill press Use a drill press	Measure the required amount of aggregate needed for block Feed the aggregate into the machine
5	Switch on a circular saw Use a circular saw	Compress aggregate for making a block Move machine to next spot
6	Erect an extension ladder Dismantle an extension ladder	Compress aggregate for making a brick Move machine to next spot
7	Draw up quantities for a mortar mix Draw up quantities for a concrete mix	Check if bricks are cured Check if blocks are cured
8	Draw up an order list for building a wall List the suppliers of the materials	Check bricks for defects Check blocks for defects
9	State the different types of sand used for building State the different types of DPC's used	Clean the concrete floor Repair the concrete floor

### Theoretical assessment Term 3

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

The learner must be able to:

Week	Grade 4 1 <sup>st</sup> year	Grade 4 2 <sup>nd</sup> year
2	State the purpose of the angle grinder	State what pigment is used for.
3	State the purpose of the jig saw	State the different quantities of aggregate needed to making a brick
4	State the purpose of the drill press	State the different quantities of aggregate needed for making a block
5	State the purpose of the circular saw	State the advantages of making your own blocks
6	State the purpose of the extension ladder	State the advantage of making your own bricks
7	State the mixes of mortar, concrete and plaster	State the curing time for blocks/bricks
8	State the purpose of an order list	State the reasons for defects in blocks/bricks
9	State the reasons for using different sands for building	State how to seal a concrete floor

### 3.2.4 Grade 4 : 1st year and 2nd year. Term 4

Grade 4 Term 4			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
1	Health, safety and good housekeeping practices	<p><b>Grade 4 1<sup>st</sup> year</b></p> <ul style="list-style-type: none"> <li>Comply with health, safety and welfare in the workplace</li> <li>Practice good housekeeping</li> </ul> <p><b>Grade 4 2<sup>nd</sup> year</b></p> <ul style="list-style-type: none"> <li>Practice good work habits- personal presentation</li> <li>Practice good work habits- social presentation</li> <li>Practice good housekeeping</li> </ul>	<p><b>Grade 4 1<sup>st</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates how to comply with health, safety and welfare in the workplace</li> <li>Discusses and demonstrates how to practice good housekeeping</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Complies with health, safety and welfare in the workplace</li> <li>Practices good housekeeping</li> </ul> <p><b>Grade 4 2<sup>nd</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates how to practice good work habits- personal presentation</li> <li>Discusses and demonstrates how to practice good work habits- social presentation</li> <li>Discusses and demonstrates how to practice good housekeeping</li> </ul> <p>The learner completes the following activities:</p>













Grade 4 Term 4			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources.
			<p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>• Cleans masonry</li> </ul>

### Practical assessment

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. Although four theoretical are assessed and recorded, a minimum of one 1 theoretical activity is reported on. The following serves as suggestion of skills to record and report on.

The learner must be able to:

Week	Grade 4 1 <sup>st</sup> year	Grade 4 2 <sup>nd</sup> year
2	Demonstrate how to store cement Demonstrate how to store sand	Clean up working area Repair concrete floor
3	Demonstrate how to use a square Demonstrate how to square off a foundation	Clean up work area Re-point brickwork
4	Transfer foundation lines to ground Check foundation lines for accuracy	Remove damaged brick Replace damaged brick
5	Loosen soil Excavate trenches	Remove damaged brick Replace damaged brick
6	Loosen soil Excavate trenches	Clean up working area Patch rendering
7	Install pegs at correct height in trench Install pegs for step levels	Remove uneven paving Level out area and refit paving
8	Mix sand and cement Add stone and mix concrete	Prepare area Damp proof area
9	Mix sand and cement Add stone and mix concrete	Prepare area for cleaning Clean masonry

**Theoretical assessment**

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

The learner must be able to:

<b>Week</b>	<b>Grade 4 1<sup>st</sup> year</b>	<b>Grade 4 2<sup>nd</sup> year</b>
2	State the reason for storing cement correctly	State the reason for repairing a concrete floor
3	State the reason for squaring foundations	State the name of the re-pointing tool
4	State the reasons for transferring line to ground	State the reason for bricks getting damaged
5	State the reason for excavating trenches	State the reason for bricks getting damaged
6	State the reason for excavating trenches	State the mix used for rendering
7	State the reason for installing pegs before pouring concrete	State the reason for uneven paving
8	State the reason for adding stones to concrete	State the reason for rising damp
9	State the reason for adding stones to concrete	State the different equipment use to clean masonry

### 3.2.5 Grade 5 : 1st, 2nd and 3rd year Term 1

Learners are three years in Grade 5 , and it is not advisable to repeat the same activities/projects more than once as this will not provide the learner the opportunity to learn additional skills.

Grade 5 Term 1			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
1	Health, safety and good housekeeping practices	<b>Grade 5 1<sup>st</sup> year</b> <ul style="list-style-type: none"> <li>Identify and remove potential hazards in the work areas</li> <li>State unsafe conditions and acts</li> <li>Practice good housekeeping</li> </ul>	<b>Grade 5 1<sup>st</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to identify and remove potential hazards in the work areas</li> <li>Discusses unsafe conditions and acts</li> <li>Discusses and demonstrates how to practice good housekeeping</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Identifies and removes potential hazards in the work areas</li> <li>States unsafe conditions and acts</li> <li>Practices good housekeeping</li> </ul>
	Health, safety and good housekeeping practices	<b>Grade 5 2<sup>nd</sup> year</b> <ul style="list-style-type: none"> <li>Access a first aid box</li> <li>Administer basic first aid</li> <li>Practice good housekeeping</li> </ul>	<b>Grade 5 2<sup>nd</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to access a first aid box</li> <li>Discusses and demonstrates how to administer basic first aid</li> <li>Discusses and demonstrates how to practice good housekeeping</li> </ul>



















**Practical assessment Term 1**

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. Although four theoretical are assessed and recorded, a minimum of one 1 theoretical activity is reported on. The following serves as suggestion of skills to record and report on.

The learner must be able to:

<b>Week</b>	<b>Grade 5 1<sup>st</sup> year</b>	<b>Grade 5 2<sup>nd</sup> year</b>	<b>Grade 5 3<sup>rd</sup> year</b>
2	Use basic tools Care for basic tools	Secure temporary arch side supports Secure arch support	Dry mix plaster Wet mix plaster
3	Use power tools Care for power tools	Set brick work on arch support Cut and place centre brick	Prepare work area for plastering Dampen surfaces where necessary
4	Use specialised tools Care for specialised	Erect profile for brickwork Build a brick corner in a stretcher bond	Prepare plaster mouldings Fix plaster mouldings
5	Use measuring tools Care for measuring tools	Erect profile for brickwork Build a brick corner in a stretcher bond	Prepare plaster mouldings Fix plaster mouldings
6	Maintain tools and equipment Repair tools and equipment	Set profile for 330 column Build a 330 column	Prepare plaster mouldings Fix plaster mouldings
7	Clear area for scaffolding Level area for scaffolding	Set profile for 330 column Build a 330 column	Mark off area for plaster skirting Form plaster skirting
8	Place adjustable jack in position Level jacks	Set profile for 220 column Build a 220 column	Prepare plaster mouldings Fix plaster mouldings
9	Tighten couplings Position scaffold board on supports on supports	Set profile for 220 column Build a 220 column	Prepare plaster mouldings Fix plaster mouldings

**Theoretical assessment Term 1**

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

The learner must be able to:

<b>Week</b>	<b>Grade 5 1<sup>st</sup> year</b>	<b>Grade 5 2<sup>nd</sup> year</b>	<b>Grade 5 3<sup>rd</sup> year</b>
2	Identify basic tools	State the purpose of an arch support	State the proportions of sand and cement to be used
3	Identify power tools	State the reason for cutting the centre brick	State the reason for preparing are for plastering
4	Identify specialised tools	State the purpose of a stretcher bond	State the reason for using in-situ plaster mouldings
5	Identify measuring tools	State the purpose of a stretcher bond	State the reason for using in-situ plaster mouldings
6	State the reasons for tools and equipment getting equipment	State the purpose of a 330 column	State the reason for using in-situ plaster mouldings
7	State the reason for levelling area for scaffolding	State the purpose of a 330 column	State the reason for plaster skirting
8	State the reason for using adjustable jacks	State the purpose of a 220 column	State the reasons for plastering walls
9	State the reason for support boards	State the purpose of a 220 column	State the reason for floating plastered walls

### 3.2.6 Grade 5 : 1st, 2nd and 3rd year Term 2

Grade 5 Term 2			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
1	Health, safety and good housekeeping practices	<b>Grade 5 1<sup>st</sup> year</b> <ul style="list-style-type: none"> <li>Practice good housekeeping</li> <li>Locate fire extinguishers and fire hoses</li> </ul>	<b>Grade 5 1<sup>st</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to practice good housekeeping</li> <li>Discusses and demonstrates how to locate fire extinguishers and fire hoses</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Practices good housekeeping</li> <li>Locates fire extinguishers and fire hoses</li> </ul>
	Health, safety and good housekeeping practices	<b>Grade 5 2<sup>nd</sup> year</b> <ul style="list-style-type: none"> <li>Intervene in a first aid scenario</li> <li>Treat bleeding wounds</li> <li>Practice good housekeeping</li> </ul>	<b>Grade 5 2<sup>nd</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how intervene in a first aid scenario</li> <li>Discusses and demonstrates how to treat bleeding wounds</li> <li>Discusses and demonstrates how to practice good housekeeping</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Intervenes in a first aid scenario</li> <li>Treats bleeding wounds</li> <li>Practices good housekeeping</li> </ul>
	World of work	<b>Grade 5 3<sup>rd</sup> year</b> <ul style="list-style-type: none"> <li>Perform personal management/ activities</li> </ul>	<b>Grade 5 3<sup>rd</sup> year</b> The teacher:













Grade 5 Term 2			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
	<b>bricklaying</b>	<ul style="list-style-type: none"> <li>Cast a concrete slab</li> </ul>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates how to cast a concrete slab</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Observes and assists in casting a concrete slab</li> </ul>
	<b>Building and bricklaying</b>	<p><b>Grade 5 2<sup>nd</sup> year</b></p> <ul style="list-style-type: none"> <li>Prepare the work area where the formwork is to be fabricated</li> </ul>	<p><b>Grade 5 2<sup>nd</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates how to prepare the work area where the formwork is to be fabricated</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Prepares the work area where the formwork is to be fabricated</li> </ul>
	<b>Finishing</b>	<p><b>Grade 5 3<sup>rd</sup> year</b></p> <ul style="list-style-type: none"> <li>Set out, position and secure roof trusses</li> </ul>	<p><b>Grade 5 3<sup>rd</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates how to set out, position and secure roof trusses</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Observes and assists in setting out, positioning and securing roof trusses</li> </ul>
8	<b>Building and bricklaying</b>	<p><b>Grade 5 1<sup>st</sup> year</b></p> <ul style="list-style-type: none"> <li>Lay a concrete floor and top screed</li> </ul>	<p><b>Grade 5 1<sup>st</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates how to lay a concrete floor and top screed</li> </ul>

Grade 5 Term 2			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
	<p><b>Building and bricklaying</b></p> <p><b>Grade 5 2<sup>nd</sup> year</b></p> <ul style="list-style-type: none"> <li>Fabricate formwork</li> </ul> <p><b>Finishing</b></p> <p><b>Grade 5 3<sup>rd</sup> year</b></p> <ul style="list-style-type: none"> <li>Set out, position and secure roof trusses</li> </ul>		<p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Observes and assists in laying a concrete floor and top screed</li> </ul> <p><b>Grade 5 2<sup>nd</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates how to fabricate formwork</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Observes and assists in fabricating formwork</li> </ul> <p><b>Grade 5 3<sup>rd</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates how to set out, position and secure roof trusses</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Observes and assists in setting out, positioning and securing roof trusses</li> </ul>
9	<p><b>Building and bricklaying</b></p> <p><b>Grade 5 1<sup>st</sup> year</b></p> <ul style="list-style-type: none"> <li>Lay a concrete floor and top screed</li> </ul> <p><b>Building and</b></p> <p><b>Grade 5 2<sup>nd</sup> year</b></p>		<p><b>Grade 5 1<sup>st</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates how to lay a concrete floor and top screed</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Observes and assists in laying a concrete floor and top screed</li> </ul> <p><b>Grade 5 2<sup>nd</sup> year</b></p>

Grade 5 Term 2			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
	bricklaying	<ul style="list-style-type: none"> <li>Fabricate formwork</li> </ul>	<p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates how to fabricate formwork</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Observes and assists in fabricating formwork</li> </ul>
	Finishing	<p><b>Grade 5 3<sup>rd</sup> year</b></p> <ul style="list-style-type: none"> <li>Fit door locks</li> </ul>	<p><b>Grade 5 3<sup>rd</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates how to fit door locks</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Observes and assists in fitting door locks</li> </ul>

**Practical assessment Term 2**

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. Although four theoretical are assessed and recorded, a minimum of one 1 theoretical activity is reported on. The following serves as suggestion of skills to record and report on.

The learner must be able to:

<b>Week</b>	<b>Grade 5 1<sup>st</sup> year</b>	<b>Grade 5 2<sup>nd</sup> year</b>	<b>Grade 5 3<sup>rd</sup> year</b>
2	Dismantle access equipment Stack access equipment	Place formwork in position Build an arch	Use correct tools for horizontal joints Use correct tools for vertical joints
3	Erect a trestle scaffold Dismantle a trestle scaffold	Place formwork in position Build an arch	Place windows in position and level Secure window frame
4	Dry mix concrete Wet mix concrete	Prepare area for horizontal reinforcement Install horizontal reinforcement	Place windows in position and level Secure window frame
5	Dry mix mortar Wet mix mortar	Prepare area for horizontal reinforcement Install horizontal reinforcement	Mark out roof truss wall plates position Fit wall plates
6	Pour concrete Tamper concrete	Clear the work area for formwork Prepare the work area for formwork	Position roof trusses Secure roof trusses
7	Pour concrete Tamper concrete	Clear the work area for formwork Prepare the work area for formwork	Position roof trusses Secure roof trusses
8	Screed the concrete floor Float the concrete floor	Fabricate formwork Install formwork	Position roof trusses Secure roof trusses
9	Screed the concrete floor Float the concrete floor	Fabricate formwork Install formwork	Prepare door and frame for locks Fit door locks



**Theoretical assessment Term 2**

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

The learner must be able to:

<b>Week</b>	<b>Grade 5 1<sup>st</sup> year</b>	<b>Grade 5 2<sup>nd</sup> year</b>	<b>Grade 5 3<sup>rd</sup> year</b>
2	State the reason for using access equipment	State the reason for arch form work	Name the tools used for vertical and horizontal joints
3	State the purpose of a trestle scaffold	State the reason for arch formwork	State the purpose of windows
4	State the precautions taken when mixing concrete	State the reason for horizontal reinforcement	State how you would secure windows to the brickwork
5	State the precautions taken when mixing mortar	State the reason for horizontal reinforcement	State the purpose of roof truss wall plates
6	State the reason for tampering concrete	State the reason for formwork	State the purpose of roof trusses
7	State the reason for tampering concrete	State the reason for formwork	State how you would secure roof trusses
8	State the reason for screeding the concrete floor	State the material used for formwork	State the materials that roof trusses are made off
9	State the reason for screeding the concrete floor	State the material used for formwork	State the purpose of door locks

### 3.2.7 Grade 5 : 1st, 2nd and 3rd year Term 3

Grade 5 Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
1	<b>Health, safety and good housekeeping practices</b>	<b>Grade 5 1<sup>st</sup> year</b> <ul style="list-style-type: none"> <li>Identify and use fire extinguishers</li> <li>Identify and follow procedures for emergencies promptly and correctly</li> </ul>	<b>Grade 5 1<sup>st</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to identify and use fire extinguishers</li> <li>Discusses and demonstrates how to identify and follow procedures for emergencies promptly and correctly</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Identifies and uses fire extinguishers</li> <li>Identifies and follows procedures for emergencies promptly and correctly</li> </ul>
	<b>Health, safety and good housekeeping practices</b>	<b>Grade 5 2<sup>nd</sup> year</b> <ul style="list-style-type: none"> <li>Treat an injured person for shock</li> <li>Observe organisational housekeeping policies and procedures</li> <li>Practice good housekeeping</li> </ul>	<b>Grade 5 2<sup>nd</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to treat an injured person for shock</li> <li>Discusses and demonstrates organisational housekeeping policies and procedures</li> <li>Discusses and demonstrates how to practice good housekeeping</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Treats an injured person for shock</li> <li>Observes organisational housekeeping policies and procedures</li> <li>Practices good housekeeping</li> </ul>







Grade 5 Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
	Finishing	<b>Grade 5 3<sup>rd</sup> year</b> <ul style="list-style-type: none"> <li>Fit DPC to roof</li> </ul>	<b>Grade 5 3<sup>rd</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to fit DPC to roof</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Observes and assists in fitting DPC to roof</li> </ul>
5	Building and bricklaying	<b>Grade 5 1<sup>st</sup> year</b> <ul style="list-style-type: none"> <li>Build 110 brick wall between columns</li> </ul>	<b>Grade 5 1<sup>st</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to build 110 brick wall between columns</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Observes and assists in building 110 brick wall between columns</li> </ul>
	Building and bricklaying	<b>Grade 5 2<sup>nd</sup> year</b> <ul style="list-style-type: none"> <li>Erect formwork</li> </ul>	<b>Grade 5 2<sup>nd</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to erect formwork</li> </ul> The learner completes the following activities: <ul style="list-style-type: none"> <li>Observes and assists in erecting formwork</li> </ul>
	Finishing	<b>Grade 5 3<sup>rd</sup> year</b> <ul style="list-style-type: none"> <li>Fit DPC to roof</li> </ul>	<b>Grade 5 3<sup>rd</sup> year</b> The teacher: <ul style="list-style-type: none"> <li>Discusses and demonstrates how to fit DPC to roof</li> </ul>



Grade 5 Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
	<p><b>Building and bricklaying</b></p> <p><b>Finishing</b></p>	<p><b>Grade 5 2<sup>nd</sup> year</b></p> <ul style="list-style-type: none"> <li>Strip formwork</li> </ul> <p><b>Grade 5 3<sup>rd</sup> year</b></p> <ul style="list-style-type: none"> <li>Fit roof tile battens</li> </ul>	<ul style="list-style-type: none"> <li>Discusses and demonstrates how to build 220 brick wall between columns</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Observes and assists in building 220 brick wall between columns</li> </ul> <p><b>Grade 5 2<sup>nd</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates how to strip formwork</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Observes and assists in stripping formwork</li> </ul> <p><b>Grade 5 3<sup>rd</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates how to fit roof tile battens</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Observes and assists in fitting roof tile battens</li> </ul>
8	<b>Building and bricklaying</b>	<p><b>Grade 5 1<sup>st</sup> year</b></p> <ul style="list-style-type: none"> <li>Build a cavity wall with window frames</li> </ul>	<p><b>Grade 5 1<sup>st</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates how to fit build a cavity wall with window frames</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Observes and assists in building a cavity wall with window frames</li> </ul>





Grade 5 Term 3			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
	Finishing	<p>circular arch)</p> <p><b>Grade 5 3<sup>rd</sup> year</b></p> <ul style="list-style-type: none"> <li>Fit roof tiles</li> </ul>	<ul style="list-style-type: none"> <li>Discusses and demonstrates how to build decorative elements(flat or semi-circular arch)</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Observes and assists in building decorative elements(flat or semi-circular arch)</li> </ul> <p><b>Grade 5 3<sup>rd</sup> year</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates how to fit roof tiles</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Observes and assists in fitting roof tiles</li> </ul>

**Practical assessment term 3**

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. Although four theoretical are assessed and recorded, a minimum of one 1 theoretical activity is reported on. The following serves as suggestion of skills to record and report on.

The learner must be able to:

<b>Week</b>	<b>Grade 5 1<sup>st</sup> year</b>	<b>Grade 5 2<sup>nd</sup> year</b>	<b>Grade 5 3<sup>rd</sup> year</b>
2	Lay a concrete floor Screed a concrete floor	Conduct post fabrication activities Prepare work area for formwork	Fit door hinges Fit doors
3	Show which is the strongest bond for load bearing walls Show how to construct load bearing walls	Conduct post fabrication activities Prepare work area for formwork	Fit door hinges Fit doors
4	Set profile for 110 brick wall Build a 110 brick wall	Measure material for formwork Erect formwork	Measure out DPC Lay DPC on trusses
5	Set profile for 110 brick wall Build a 110 brick wall	Measure material for formwork Erect formwork	Measure out DPC Lay DPC on trusses
6	Set profile for 220 brick wall Build a 220 brick wall	Mix concrete for formwork Pour concrete for formwork	Make up a tile batten spacer template Use template to fit roof tile battens
7	Set profile for 220 brick wall Build a 220 brick wall	Check if concrete is set Remove formwork	Make up a tile batten spacer template Use template to fit roof tile battens
8	Set a profile for a cavity wall with windows Build a cavity wall with window frames	Prepare work area Build decorative elements	Fit roof tiles Fit roof tile caps
9	Set a profile for a cavity wall with windows Build a cavity wall with window frames	Prepare work area Build decorative elements	Fit roof tiles Fit roof tile caps

**Theoretical assessment Term 3**

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

The learner must be able to:

<b>Week</b>	<b>Grade 5 1<sup>st</sup> year</b>	<b>Grade 5 2<sup>nd</sup> year</b>	<b>Grade 5 3<sup>rd</sup> year</b>
2	State the reasons for screeding the concrete floors	State the purpose of formwork	State the different types of doors
3	State the purpose of load bearing walls	State the purpose of formwork	State the different width of doors
4	State the purpose of a 110 wall	State the materials used in formwork	State the purpose of DPC
5	State the purpose of a 110 wall	State the materials used in formwork	State the reason for using of SABS DPC
6	State the purpose of a 220 wall	State the purpose of putting steel in formwork	State the purpose of roof tile batten spacer template
7	State the purpose of a 220 wall	State the drying period of concrete in formwork	State the purpose of roof tile battens
8	State the reasons for cavity walls	State the purpose of building decorative elements	State the purpose of roof tiles
9	State the reasons for cavity walls	State the purpose of building decorative elements	State the purpose of roof tile caps

### 3.2.8 Grade 5 : 1st, 2nd and 3rd year Term 4

Grade 5 Term 4			
Week	Topic	Content The learner must be able to:	Teaching tips, techniques, activities and resources
1	Health, safety and good housekeeping practices	<b>Grade 5 1<sup>st</sup> year</b> <ul style="list-style-type: none"> <li>Report injuries involving individuals to the relevant persons promptly</li> </ul>	<b>Grade 5 1<sup>st</sup> year</b> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses how to report injuries involving individuals to the relevant persons promptly</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Reports injuries involving individuals to the relevant persons promptly</li> </ul>
	Health, safety and good housekeeping practices	<b>Grade 5 2<sup>nd</sup> year</b> <ul style="list-style-type: none"> <li>Comply with housekeeping procedures and policies</li> <li>Identify and report shortcomings in housekeeping practices</li> <li>Comply with relevant safety routines</li> <li>Practice good housekeeping</li> </ul>	<b>Grade 5 2<sup>nd</sup> year</b> <p>The teacher:</p> <ul style="list-style-type: none"> <li>Discusses and demonstrates how to comply with housekeeping procedures and policies</li> <li>Discusses and demonstrates how to identify and report shortcomings in housekeeping practices</li> <li>Discusses and demonstrates how to comply with relevant safety routines</li> <li>Discusses and demonstrates how to practice good housekeeping</li> </ul> <p>The learner completes the following activities:</p> <ul style="list-style-type: none"> <li>Complies with housekeeping procedures and policies</li> <li>Identifies and reports shortcomings in housekeeping practices</li> </ul>



















**Practical assessment Term 4**

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. Although four theoretical are assessed and recorded, a minimum of one 1 theoretical activity is reported on. The following serves as suggestion of skills to record and report on.

The learner must be able to:

<b>Week</b>	<b>Grade 5 1<sup>st</sup> year</b>	<b>Grade 5 2<sup>nd</sup> year</b>	<b>Grade 5 3<sup>rd</sup> year</b>
2	Set profile Set door frame	Finish decorative element Point decorative element	Prepare surface for painting undercoat Paint on undercoat
3	Build a cavity wall Set lintel	Mark out area for tiling Lay tiles	Prepare surface for painting undercoat Paint on undercoat
4	Build in sills Embed tiles in sill	Cut finishing tiles Grout tiles	Fit glass blocks tracks Fit glass blocks
5	Build a cavity wall Set lintel	Prepare area for laying pavers Compact area for laying pavers	Fit caps on walls Point cap edges
6	Set profile Set mortar and builders line	Lay pavers Dust sea sand into joints or fill joints with mortar	Remove defective flashing Clean area
7	Lay blocks Lay half block in a stretcher bond	Clean concrete slab Level slab	Cut out flashing sheet Secure new flashing
8	Set profile Build a right angle return half brick	Measure DPC Cut and place DPC on concrete slab	Chip out, groove cracks Clean out cracks
9	Set profile Build a right angle return half brick	Screed floor surface Float floor surface	Fill cracks with mortar Float mortar in cracks

**Theoretical assessment term 4**

Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on.

The learner must be able to:

<b>Week</b>	<b>Grade 5 1<sup>st</sup> year</b>	<b>Grade 5 2<sup>nd</sup> year</b>	<b>Grade 5 3<sup>rd</sup> year</b>
2	State the purpose of setting door frames	State the reason for pointing decorative elements	State the purpose of undercoat
3	State the purpose of a lintel	State the purpose of tile fix	State the purpose of undercoat
4	State the purpose of sills	State the purpose of grouting tiles	State the purpose of glass blocks
5	State the purpose of sills	State the reason for compacting the paving area	State the purpose of caps
6	State the purpose of a builders line	State the reason for using a level on paving	State the reason for renewing flashing
7	State the purpose of half blocks	State the method of levelling the slab	State the purpose of bitumen on roof flashing
8	State the purpose of a right angle half brick	State the purpose of DPC	State the reason for chipping/ grooving cracks
9	State the purpose of a right angle half brick	State the purpose of screeding floor surfaces	State the reason for walls cracking

## 4 SECTION 4: ASSESSMENT

### 4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the CAPS Grades R to 5 for learners with Severe Intellectual Disability. It also provides a policy framework for the management of School Based Assessment (SBA) and School Assessment Records.

It is required of teachers to offer a differentiated form of assessment, as learners with moderate to severe intellectual disability and learning difficulties have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision for reflecting the level(s) of each individual learner. These different levels should be outlined in the Individual Support Plan, which should be developed at the beginning of the year in accordance with the procedures contained in the *Policy on Screening, Identification, Assessment and Support* (SIAS). Each learner, regardless of his/her number of years in the school, must have access to various forms of assessment best suited to his/her competences, learning styles, strengths and needs. The targets set for each learner in terms of attainment of knowledge and skills outlined in each Subject Statement will always strive to take a learner to the next level and should never set a ceiling on learning potential. Individualised adaptation is required in terms of content, methods of presentation, classroom pedagogy, pacing of instruction and accommodations in assessment. The principle is to have high expectations for each learner, to identify and address barriers to learning so as to ensure fairness in assessment (See Chapter 9 of the National Protocol for Assessment, 2011).

Assessment does not imply that after every lesson the learners must complete a worksheet/assignment or project, but will be based on observation and recording of progress steps attained during the lesson or a series of lessons. Formal assessment can be done in a format which would be suitable for each learner, e.g. through written or oral assessments, or by making use of a range of accommodations measures, e.g. a reader and a scribe. The main aim is to be able to develop a report which is based on definable attainment (even through the smallest of steps) as prescribed in each subject and can be shared with parents and care-givers on at least a quarterly basis so as to elicit their participation and co-operation in the support programme of the learner. At the end of the year a Statement of Achievement/Report card must be made available on which the Individual Support Plan for the following year will be based. There will be no learner



retention, as the Individual Support Plan and the Curriculum Schedule (see SIAS Form 124) will indicate at which grade level learners are working in each subject.

## 4.2 Assessment principles

### 4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- enable the teacher to assess a learner's progress in a reliable way.
- inform learners of their strengths, areas to be developed and progress.
- assist teachers, parents and other stakeholders in making decisions about the learning process, the progress of learners and the planning for their individualised support.

Assessment should be mapped against the content, skills, intended goals and topics specified in the learning programme. In both informal and formal assessments it is important to ensure that in the course of a school year:

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

#### 4.2.2 Informal Assessment or Daily Assessment

Assessment **for** learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom.

Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of all the informal daily assessment tasks may be recorded based on assessment instruments used such as rubrics and checklists. This may serve to give feedback to the learners, their parents and the school management team.

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to formal assessment.

#### 4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and results are formally recorded by the teacher. All formal assessment tasks are subject to internal moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained in the school. Assessment tasks should always set high expectations for learners.

To implement formal assessment the teacher should:

- Ensure that the formal assessment task coincides with the practical skills and theoretical work embedded in the practical skill corresponding with the tasks performed on that day or within the previous week;

- Explain the task to guide the learner, show an example of the completed task in order for the learner to know exactly what to do and what is expected;
- Divide the class, according to abilities, in more than one group and give a task with similar content, but differentiated in terms of level of difficulty, abstractness or method of questioning, to all the learners. The way in which the assessment task is set should be in reach of the learners' level of development whilst also setting targets for the next step of development;
- Written tests could be set to assess theoretical knowledge within a set time, allowing for assessment accommodations in line with learners' individual needs;
- Write the date of expected completion of the task in the learner's book;
- Compile a suitable assessment tool; and
- Formal assessment should reflect 20 % theoretical knowledge embedded in practical work. Eighty percent (80%) should be practical work.

The formal assessment requirements are indicated in the formal School-Based Assessments table. In the three core subjects, the ratio may be adapted to the needs of the learners. The focus however must be on practical skills and not on the written tasks.

<b>Formal School-Based Assessments</b>			
Term 1	Term 2	Term 3	Term 4
Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge
Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills

In Creative Arts and Art and Crafts, the above table is not applicable. In these two subjects, a minimum of 4 practical assessment tasks should be completed. Theoretical content will not be assessed. Refer to the learning programme for assessment requirements.

In Physical Education assessment, the above tables does not apply. Refer to the learning programme for assessment.

Assessment in the CAPS Grades R to 5 for learners with Severe Intellectual Disability is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements;
- Facilitate access to and progression within education, training and career paths;
- Enhance the quality of education and training;
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities;
- Contribute to the holistic development of the learner and preparation for the world of work by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - resilience and adaptability;
  - economic participation and entrepreneurial skills; and
  - nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the capacity of learners to adapt to the requirements of the workplace.

- ***Relevance***

To be dynamic and responsive to workplace needs and a range of employment fields.

- ***Credibility***

To demonstrate national and international values and recognition of qualification and acquired competencies and skills.

- ***Coherence***

To work within a consistent framework of principles.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- ***Participation***

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- ***Access***

To address barriers to learning at each level to facilitate learners' progress.

- ***Progression***

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- ***Articulation***

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- ***Validity of assessments***

To ensure assessment covers a broad range of knowledge, skills, values and attitudes to demonstrate applied competency. This is achieved through:

- clearly stating the skill to be assessed;
- selecting the appropriate or suitable evidence;

- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.
- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding topic, content or skill being assessed
- Comparison of learners' work with that of other learners, without taking into account differences in learning styles, language and culture.

- **Practicability and cost-effectiveness**

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

## 4.3 Managing assessment

### 4.3.1 Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a year or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities flexibly enough to accommodate a wide range of learning styles and learning needs. This assessment should be done at three levels, namely to determine:

#### *Progress with the curriculum*

- Are learner learning what they were taught?

- Are they at the right entry point to 'grasp' the content worked on in the classroom?
- Are they practicing and performing as expected?
- Are they applying the facts, concepts and/or skills being learned?

#### Interests

- Are learners engaged in the lessons and activities?
- Are they showing interest in a new topic or area of study?
- Are they sharing their interests with others?

#### Characteristics

- What are their preferred learning styles (e.g., whole class teaching or pair work)?
- What are their responses to the content?
- What are their responses to the difficulty level of instruction?
- What are their responses to the pacing of instruction?
- What are their responses to the environment?
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of learning barriers experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist assistance.
- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and areas to be addressed and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment):** This type of assessment gives an overall picture of the learner's progress at a given time.

#### 4.3.2 Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

The assessment tasks may be broken down (designed down) into smaller, achievable steps and support may gradually be withdrawn as the learner master the content/skills. Thus, designing down

means to look at the assessment goal and dividing this into smaller components which are spread over a longer period.

Two or more grades may be straddled, in other words the evidence may be collected over more than one grade within a subject. But straddling should be carefully recorded and monitored through Form 125 of the SIAS Protocol.

- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject. Reporting must reflect the straddling that has been applied and should provide guidance to parents through meaningful descriptive paragraphs on what has been achieved and what the next expected outcomes are.

#### 4.3.3 Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

<b>TEACHER ASSESSMENT</b>	The teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>SELF-ASSESSMENT</b>	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
<b>PEER ASSESSMENT</b>	Learners assess another learner or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>GROUP ASSESSMENT</b>	Learners assess the individual performance of other learners within a group or the overall performance of a group of students against given criteria.



#### 4.3.4 Assessment tools/instruments to execute assessment

An assessment tool is the instrument the teacher utilizes to execute the assessment. When choosing an assessment tool ensure that the tool:

- is appropriate for the selected assessment method;
- provides the most valid and reliable information on the learners' performances;
- measures the objectives of the lesson.

Examples of assessment tools are checklist, rubrics, questionnaires, worksheets and video recordings.

A **rubric** serves as an objective assessment tool that provides, at varying levels, clear descriptions of the characteristics of the tasks. The descriptions or criteria in the rubric enables learners to understand what the teacher expects from them and complete the task accordingly. Rubrics are either holistic or analytic.

Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

**Analytical descriptive rubrics** focus on elements of the product or performances. Descriptive sentences are formulated for each of the seven rating codes, with the best performance reflected with a score of 7 and the poorest with a score of 1. This is the most reliable and trustworthy assessment tool.

**Task lists** and **checklists** are examples of a holistic rubric and show the learners what needs to be done. They consist of short statements describing the expected performance in a particular

task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Learners must do a minimum of 5 activities/projects/worksheets/tests per term 1 to 4. The teacher compiles the activities/worksheets/tests and these should consist of activities that require the learner to:

- Identify the correct answer/picture/object – the question as well as the answer may consist of images/objects, e.g. Boardmaker or clip art images;
- Match column A to B and both columns may consist of pictures/objects;
- Fill in the missing words. The missing words may be available to the learners (on a separate sheet or printed on the worksheet) and they can copy the words, or write the words on the dotted lines provided by the teacher;
- Perform a skill other than writing, e.g. to colour, to cut and paste in specified groups, to find pictures in a magazine and cut and paste in book; or
- Provide answers.

**The following should at least be included in the Teacher's Assessment or Planning and Assessment File:**

- Programme of Assessment for the grade
- The tools (rubric, checklist, etc.) used for each assessment task
- A mark sheet/record sheet for each assessment task

**The learners Evidence must at least include:**

- Classwork book
- Worksheet file

Evidence of learner performance must be available for quality assurance. This may be in the form of a Portfolio of Evidence (POE) which will include the learners' classwork books and the Support Needs Analysis (SNA).

#### 4.4 School Assessment Programme

The **Programme of Assessment** takes place continuously and should commence in the second week of each term. The programme of assessment should include a minimum of five (5) assessment goals per subject. The programme of assessment should be recorded in the Teacher's assessment file or planning file (which may serve a dual purpose).

**The following should at least be included in the Teacher's Assessment or Planning and Assessment File:**

- A contents page
- The assessment goals for each subject
- The tools used for each assessment task
- A mark sheet/record sheet and report for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

**The learners Portfolio of Evidence must at least include:**

- A contents page
- The assessment tasks according to the assessment programme as indicated below
- The assessment tools or instruments for the task
- A record of the rating code (and comments) achieved for each task.

Eighty to hundred percent (80% - 100%) of formal assessment should consist of **practical tasks/activities/skills**. Each learner should do a variety of practical tasks and activities during each term as indicated in the learning programmes.

#### 4.5 Assessment programme across the five years

Assessment across the 5 years

Grade 4 – Practical assessment tasks

Task	Week	Grade 4 1 <sup>st</sup> year	Grade 4 2 <sup>nd</sup> year
Term 1			
1	Week 2 or 3	Identify sewer lines on a drawing. Identify foundation lines on a drawing	Pour concrete. Level concrete
2	Week 4 or 5	Produce a free hand sketch of a stretcher bond wall. Produce a free hand sketch of the formwork of a driveway	Check if the profile board is level  Use a profile rod to lay bricks
3	Week 6 or 7	Convert the boundary lines on a plan to metres. Convert the foundation lines on a plan to metres	Set out a profile board  Level a profile board
4	Week 8 or 9	Use a hammer to nail a beam  Use a rubber mallet to bed a paver	Set up profile board  Lay first row of bricks
Term 2			
1	Week 2 or 3	Use a spade to dig a hole. Use a wheel barrow to transport bricks	Set up a profile  Set up a builders line
2	Week 4 or 5	Use a tile cutter to cut a tile  Clean a tile cutter	Lay a mortar bed  Lay reinforcing in mortar bed
3	Week 6 or 7	Use a measuring tape to measure in centimetres. Use a measuring tape to measure in metres	Prepare block making machine for use  Mix aggregate for block making
4	Week 8 or 9	Use a gauge lathe to lay bricks  Use a builders line to lay bricks	Compress aggregate  Remove machine
Term 3			
1	Week 2 or 3	Switch on an angle grinder  Use an angle grinder	Add pigments to the aggregate  Mix the aggregate

2	Week 4 or 5	Switch on the drill press Use a drill press	Measure the required amount of aggregate needed for block. Feed the aggregate into the machine
3	Week 6 or 7	Erect an extension ladder Dismantle an extension ladder	Compress aggregate for making a brick Move machine to next spot
4	Week 8 or 9	Draw up an order list for building a wall. List the suppliers of the materials	Check bricks for defects Check blocks for defects
Term 4			
1	Week 2 or 3	Demonstrate how to store cement Demonstrate how to store sand	Clean up working area Repair concrete floor
2	Week 4 or 5	Transfer foundation lines to ground Check foundation lines for accuracy	Remove damaged brick Replace damaged brick
3	Week 6 or 7	Loosen soil Excavate trenches	Clean up working area Patch rendering
4	Week 8 or 9	Mix sand and cement Add stone and mix concrete	Prepare area Damp proof area

#### Grade 4 terms 1 – 4: Theoretical assessment tasks

Evidence of one theoretical task of formal assessment between weeks 2 – 09 as in the annual teaching plan must be available for quality assurance.

#### Grade 5 – Practical assessment tasks

Task	Week	Grade 5 1 <sup>st</sup> year	Grade 5 2 <sup>nd</sup> year	Grade 5 3 <sup>rd</sup> year
Term 1				
1	Week 2 or 3	Use basic tools Care for basic tools	Secure temporary arch side supports. Secure arch support	Dry mix plaster Wet mix plaster
2	Week 4 or 5	Use specialised tools Care for specialised	Erect profile for brickwork Build a brick corner in a stretcher bond	Prepare plaster mouldings Fix plaster mouldings
3	Week 6 or 7	Maintain tools and equipment. Repair tools and equipment	Set profile for 330 column Build a 330 column	Prepare plaster mouldings. Fix plaster mouldings
4	Week 8 or 9	Place adjustable jack in position. Level jacks	Set profile for 330 column Build a 330 column	Prepare plaster mouldings. Fix plaster mouldings
Term 2				
1	Week 2 or 3	Dismantle access equipment. Stack access equipment	Place formwork in position. Build an arch	Use correct tools for horizontal joints. Use correct tools for vertical joints
2	Week 4 or 5	Dry mix concrete. Wet mix concrete	Prepare area for horizontal reinforcement. Install horizontal reinforcement	Place windows in position and level. Secure window frame
3	Week 6 or 7	Pour concrete. Tamp concrete	Clear the work area for formwork. Prepare the work area for formwork	Position roof trusses. Secure roof trusses
4	Week 8 or 9	Screed the concrete floor. Float the concrete floor	Fabricate formwork. Install formwork	Position roof trusses. Secure roof trusses

Term 3				
1	Week 2 or 3	Lay a concrete floor. Screed a concrete floor	Conduct post fabrication activities. Prepare work area for formwork	Fit door hinges. Fit doors
2	Week 4 or 5	Set profile for 110 brick wall. Build a 110 brick wall	Measure material for formwork. Erect formwork	Measure out DPC. Lay DPC on trusses
3	Week 6 or 7	Set profile for 220 brick wall. Build a 220 brick wall	Mix concrete for formwork. Pour concrete for formwork	Make up a tile batten spacer template. Use template to fit roof tile battens
4	Week 8 or 9	Set a profile for a cavity wall with windows. Build a cavity wall with window frames	Prepare work area Build decorative elements	Fit roof tiles.  Fit roof tile caps
Term 4				
1	Week 2 or 3	Set profile. Set door frame	Finish decorative element. Point decorative element	Prepare surface for painting undercoat. Paint on undercoat
2	Week 4 or 5	Build in sills.  Embed tiles in sill	Cut finishing tiles.  Grout tiles	Fit glass blocks tracks.  Fit glass blocks
3	Week 6 or 7	Set profile. Set mortar and builders line	Lay pavers. Dust sea sand into joints or fill joints with mortar	Remove defective flashing. Clean area
4	Week 8 or 9	Set profile. Build a right angle return half brick	Screed floor surface. Float floor surface	Fill cracks with mortar. Float mortar in cracks

## Grade 5 terms 1 – 4: Theoretical assessment tasks

Evidence of one theoretical task of formal assessment between weeks 2 – 09 as in the annual teaching plan must be available for quality assurance.

### 4.6 Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- learners' names;
- dates of assessment;
- name and description of the assessment activity;
- the results of assessment activities, according to Subject;
- comments for support purposes.

Teachers in all grades issue formal report cards quarterly indicating the competence level of the learner and as stated above also provide explanatory notes on what the learner has achieved per subject and what could be done by the parents at home to provide further stimulation.



The report cards may either be in narrative form that states the theory embedded in the skills and skill performed, or in a rating code as follows:

Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

The reports should always be a combination of both the narrative form and rating codes. All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

**NOTE:**

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical descriptive rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

## 4.7 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The formal School-Based Assessment and the practical assessment tasks should be moderated internally and if necessary by the relevant subject specialists at the district.

### 4.7.1 Moderation serves five purposes:

- It must ascertain whether subject content and skills have been sufficiently covered.
- The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
- The assessments and marking are of an acceptable standard and consistency.
- The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
- The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

### 4.7.2 Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessor. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

Moderation is therefore an on-going process and not a once-off end-of-year event.

## 4.8 General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and (NPPPPR) (2011);*
- *National Protocol for Assessment Grades R – 12. (NPA) (2011);*
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011);*
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013);*
- *Policy on Screening, Identification, Assessment and Support (2014);*
- *Guidelines for Full-service/Inclusive Schools (2010);*
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016).*

