basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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

## WOODWORKING AND TIMBER

## 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

## 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;

| Subjects<br>General Education | | Time |
|---|---|---|
| Languages<br>Home Language | | 5 – 14 years = 10 hours<br>14 – 18 years = 6 hours |
| First additional language | | 14 – 18 year = 2 hours |
| Mathematics | | 5 – 14 years = 5 hours<br>14 – 18 years = 3 hours |
| Life Skills | Life Skills – Personal and Social Wellbeing | 5 – 14 years = 8 hours<br>14 – 18 years = 5 hours |
| | Physical Education | 1 hour |
| | Creative Arts | 5 – 14 years = 3½ hours<br>14 – 18 years = 1 hour |
| | Natural Sciences | 1½ hours |
| Skills subjects | | 14 – 18 years = 8 hours |

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

| | |
|---|---|
| Office Administration<br>Personal Care: Ancillary Health Care<br>Personal Care: Beauty and Nail Technology<br>Personal Care: Hairdressing and Beauty Care<br>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<br>Home Language<br><br>Mathematics<br>Life Skills<br>- Personal and Social wellbeing<br>- Physical education<br>- Creative arts | General Education<br>Home Language<br>First Additional Language<br>Mathematics<br>Life Skills<br>- Personal and Social wellbeing<br>- Physical education<br>- Creative arts<br>- Natural Sciences<br>Skills subjects<br>A minimum of 3 skills and maximum of 4 skills |

# 2 SECTION 2: INTRODUCTION TO WOODWORKING AND TIMBER

## 2.1 What is Woodworking and timber?

Woodworking and timber is a skill taught to learners to use wood in raw form as a platform to make a wide variety of products that may include musical instruments, furniture, cabinets, tool holders and products that interest the learner and provide entrepreneurial opportunities. Learners use hand tools, power tools and machine tools that include automated machines to produce projects.

The subject equips the learners with basic woodworking and timber skills and an understanding of essential principles necessary to perform simple woodworking and timber tasks. The skills and the content embedded in the skills are taught over two years in Grade 4 and three years in Grade 5. During each year in each grade all the topics are taught, and the teacher is allowed to adapt the difficulty level of the skills to the ability of the learner.

## 2.2 Topics to be studied in Woodworking and timber

- Housekeeping practices and safety
- Communication
- Tools and equipment
- Project Planning
- Project manufacturing

## 2.3 Specific Aims:

In woodworking and timber learners should be able to:

- Comply with good housekeeping practices in accordance to the Occupational Health and Safety Act.
- Use oral communication and or/ alternative and augmentative communication and/or signing to communicate effectively and follow instructions to complete projects.
- Name and/or identify tools and equipment in the woodworking and timbering and timber centre, the utilization, cleaning and storage thereof.
- Plan and produce woodworking and timber projects with suitable materials using appropriate construction and finishing methods.

## 2.4 Requirements for Woodworking and timber 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 **Woodworking and timber** 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 practice the various skills in the classroom. A minimum of three (3) **Woodworking and timber** items/projects per term utilizing two (2) or two and a half (2,5) hours per week (depending on the number of subjects offered in the school) is required and teaching less than three (3) **Woodworking and timber** items/projects per term means that the learners are deprived of the full learning programme. **The Woodworking and timber periods should be divided into two (2) timeslots.**

Twenty percent of the above mentioned time is utilized to teach subject content which should be embedded in teaching the skill. The learner is required to utilize 80% of the time to practise the skill in the classroom.

### 2.4.2 Resources

#### 2.4.2.1 Human resources

Woodworking and timber requires a qualified subject specialist registered with SACE. Industry related experience and workshop management skills are essential and a tertiary qualification in technical teaching is needed.

Woodworking and timber teachers are required to:

- Teach the subject content with confidence and flair.
- Interact with learners in a relaxed but firm manner.
- Manage the workshop resourcing, budget & safety.
- Manage the teaching environment.
- Conduct stock taking and inventory.
- Plan for practical work.

- Plan for theory lessons (verbal).
- Conduct weekly practical sessions.
- Maintain and service the workshop as a whole.
- Maintain and service the tools and instruments.
- Ensure learner safety.
- Carry out School Based Assessment (SBA).
- Implement innovative methods to keep the subject interesting.
- Be self-motivated to keep her/him abreast of the latest technological developments.
- Regularly attend skills workshops.

2.4.2.2 Infrastructure and equipment

A workshop equipped with the following minimum infrastructure to allow 15 learners to participate in and complete all the projects is required for the subject:

- Electricity supply with a minimum of 2 plugs.
- Lighting and ventilation preferably with multiple exits/lockable doors that open outward.
- Tools and equipment with sufficient storage space with shelves or tool boards clearly marked.
- A minimum of 8 workbenches with 2 vices per bench.
- Machinery on stands permanently affixed to the floor, with isolation switches for the main supply.
- Machine guards for all machines or moving parts.
- Clearly legible specification plates on electrical motors.
- Lockable mains distribution board.
- An emergency cut of switch/s which is/are easily accessible at all times. The red, mushroom type, emergency switch should preferably be lockable to prevent accidental re-connection with mains in the case of it being activated.
- Safety rules must be adhered to at all times and safety posters put up on the walls.
- Cleaning equipment, e.g. brooms, scoops, waste bins, rags and cleaning detergent should be stored in a safe place.
- A suitable waste removal system to accommodate refuse and off-cut waste to comply with Occupational Health and Safety (OHS) Act 85 of 1993 regulations.

The following equipment is the minimum requirement to operate a Woodworking and timber workshop:

- Safety Equipment
- Overalls X 15
- Fire extinguisher X 2
- Safety signs as needed for specific tools and equipment

- First aid kit x1
- Safety glasses x 3
- Ear muffs x 5

- Hand tools
- Workbenches or tables with vices x 8
- Hand drill x 2
- Planes x 3
- Back saws x 5
- Claw hammers x 5
- Cross peen hammers x 4
- Chisels x 3 sets
- Wooden mallets x 8
- Clamps x 5
- Set square x 8
- Rulers x 8
- Screwdrivers x 2 set
- Pliers x 2 of each type
- Files and rasps x3 of each type

- Portable Power tools
- Electrical hand drill x 1
- Jigsaw x 2
- Orbital sander x 1

- Machinery
- Circular saw x1
- Band saw x1
- Surface planer x1 (Optional-high risk)
- Drill press x1
- Scroll saw x 2

- Optional extras
- Thickness planer x1 (Optional-high risk for SID learners)
- Router x1

- Spindle x1 (Optional-high risk)
- Mortise x1
- Lathe x1
- Belt sander x1
- Belt and disk sander x1
- Dust extractor x1
- Orbital sander x2
- Smooth cement floors with demarcated markings to differentiate between working areas and walkways (walkways should be kept clear to prevent accidents) and all areas should be clearly defined using green, yellow and black paint, in line with industry standards (in accordance to the health and safety act.)
- Painted walls decorated with subject related posters and a designated area to exhibit examples and completed learner projects
- Dust covers to cover instruments and measuring equipment.

2.4.2.3 The minimum non consumable equipment necessary to offer the subject include:

- Combination spanners x1 set
- Combination pliers x1
- Long nose pliers x1
- Side cutter x1
- Screw drivers set
- Back saws x3
- Hammers x3
- Chisels 3 sets
- Mallets x3
- drilling machine x1
- drill bits x1 set
- Spade bits x 1 set
- Fostner bits x 1 set
- measuring tape x3
- Try Squares x3
- Sliding bevel x2
- Staple gun x1
- Clamps (Sash x6) (G- x 6)
- Workbench with vices x 8

2.4.2.4 Consumables

- Sandpaper Various grits), glue, nails, screws, timber varnish, wood sealer, dowel sticks (various sizes), lacquer thinners, turpentine, wood stains, electricity and new or recycled wood.

#### 2.4.2.5 Finances

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

- An annual budget should be available to purchase consumables to make the projects
- Maintenance and purchasing of new equipment should be added to the budget

## 2.5 Career opportunities

Learners completing the subject may be employed as:

- a handy man assistant
- an artisan's assistant
- a store man or assistant to a store man
- an entrepreneur

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

Each week has a compulsory contact time of 2 or 2,5 hours (depending on the number of vocational subjects offered at the school) for the subject **Woodworking and timber.**

3.1 Content overview of 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 **Woodworking and timber** learning programme in grade 4 and 5.

| TOPIC | Grade 4 | Grade 5 |
|---|---|---|
| Housekeeping practices | Identify, list and apply good housekeeping practices. | Identify, list and apply good housekeeping practices. |
| | Apply health and safety within the work area and identify or list good housekeeping practices. | Identify and/or list good housekeeping practices that apply to the health and safety regulations in accordance to the Health and Safety ACT 85 of 1993. |
| | Identify and apply personal safety, general safety, safety and health aspects associated with storage of materials, HIV and Aids and awareness of substance abuse.<br><br>Recognise dangerous, dirty and untidy work area and describe how to keep it clean. | Identify and apply personal safety, general safety, safety and health aspects associated with storage of materials, HIV and Aids and awareness of substance abuse.<br><br>Clean work area, machines and equipment to their individual specifications. |
| Communication | Understand instructions and apply class rules.<br>Understand instructions to make an object, identify tools to use, understand steps to produce article and identify materials to make the project.<br><br>Know woodworking and timber terminology for example joint types, | Understand instructions and apply class rules.<br>Understand instructions to make an object, identify tools to use, understand steps to produce article and identify materials to make the project.<br><br>Know and use woodworking and timber terminology explain how they |

| | | |
|---|---|---|
| | wood types and how they are used. | will make joints types, different wood types and how they will use them, what structural and non-structural wood application is. |
| Tools and equipment | • Name and identify basic hand tools and equipment:<br>• Power tools - portable<br>• Drill<br>• Jigsaw<br>• Belt sander<br>• Finishing sander<br>• Staple gun<br>• Nail gun<br>• Machinery (fixed)<br>• Circular saw<br>• Band saw<br>• Drill press<br>• Belt and disc sander<br>• Use of tools and equipment.<br>• Clean tools and equipment.<br>• Store tools and equipment. | • Name, identify and use tools and equipment;<br>• Power tools - portable<br>• Drill<br>• Router<br>• Jigsaw<br>• Power saw<br>• Belt sander<br>• Finishing sander<br>• Staple gun<br>• Nail gun<br>• Machinery (fixed)<br>• Circular saw<br>• Band saw<br>• Drill press<br>• Belt and disc sander<br>• Thickness planer<br>• Surface planer<br>• Use tools and equipment and the specific tools for specific step/task.<br>• Clean and maintain tools and equipment.<br>• Storage procedures for tools and equipment. |

| | | |
|---|---|---|
| Project Planning | View and understand basic sketches related to project planned.<br><br>Identify basic drawings related to the project planned.<br><br>Understand and apply basic metric measurements.<br><br>Explain how to prepare cutting lists. Give sample and mark measurements for cutting purpose.<br><br>Identify and explain the basic uses of screws, nails, staples and glue, choosing the methods to use.<br><br>Select the correct material for the proposed project.<br><br>Mark minor parts of the project.<br><br>Make simple projects. | Introduce and discuss graphics.<br><br>Design basic drawings related to the project planned. Exposure to computer aided drawings.<br><br>Work with metric measurement and measuring tools in a variety of operations.<br><br>Prepare a basic cutting lists, set-out and mark measurements for cutting purpose.<br><br>Identify the correct adhesion method for the project (screws, nails, staples or glue).<br><br>Select appropriate material for the proposed project.<br><br>Mark all the parts of the project.<br><br>Select tools for proposed projects.<br><br>Make more advanced projects. |
| Project construction | Cut timber using basic hand tools and equipment.<br><br>Produce basic hand crafted toys and furniture.<br><br>Use screws, nails, staples and glue to assemble a project. | Cut timber using power tools and equipment.<br><br>Produce more advanced hand crafted toys and furniture.<br><br>Use screws, nails, staples and glue to assemble a project. |

| | | |
|---|---|---|
| | Sand timber and board product components by hand.<br><br>Complete and finish a planned project.<br><br>Sand, Varnish, or paint a project**.**<br><br>Polish project | Machine and hand sand timber and board product components.<br><br>Complete and finish a planned project.<br><br>Sand, Varnish, or paint a project**.**<br><br>Polish project |

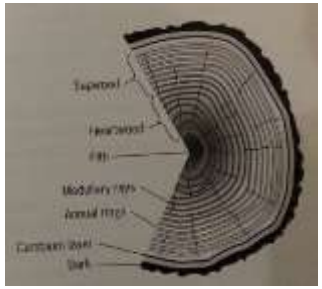
3.2 Content outline per term

Each term comprises of ten (10) weeks and a minimum of nine (9) **practical sessions** are compulsory. The sequence within the term is not compulsory and the teacher may cover the learning content and skills in any appropriate sequence. Learners spend two years in Grade 4, and therefore 2 **suggested models** are provided for each week to allow the learners to produce the second suggested **model** during their second year in grade 4. It is not advisable to repeat the same **model** more than once as this will not provide the learner the opportunity to learn additional skills.

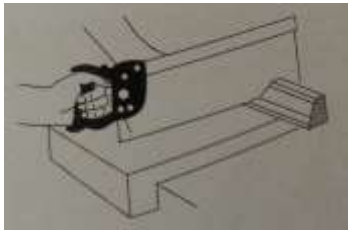
The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment and tools to the learners and the teacher may not leave learners unattended during Woodworking and Timber instructional time. A group discussion on the safety precautions that must be followed during all the instructional time is compulsory. Learners with a severe intellectual disability are not always able to make abstract judgements, and they are often not able to apply learned knowledge from one topic to the next. Impulsive behaviour as well as the inability to make fast decisions can easily lead to learners finding themselves in, or being exposed to dangerous situations.

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

| Grade 4 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| Week 1 and 2 | Communication<br>Housekeeping practises | • Understand the terminology: Woodworking and Timber<br>• Show and identify different areas in the workshop<br>• Understand personal safety<br>• Understand safety in the work area<br>• Safely grip, handle and clean tools and equipment | • Learners should wear overalls to protect clothing and prevent clothing to hook on tables and equipment.<br>• The work area, tools and equipment must be kept clean, no playing will be allowed in and around the workshop<br>• The safety rules relating to tools and equipment must be understood and repeated frequently<br>• Learners identify work tables walkways, toolboards, machines and equipment, store rooms cleaning equipment and workshop rules |
| | Project planning<br>Mobile phone and pistol | • Identify pictures/examples of a mobile phone/revolver<br>• List the steps in sequence to produce a mobile phone/revolver<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. scissors, hand saw, hand drilling machine and bits, sand paper and a cell phone book.<br>• Discuss the safety precautions with each tool or equipment used.<br>• Identify materials (wood) needed to produce | • Examples of suggested projects Grade 4: First year and second year (from left to right)<br>   <br>Learners plan what will be made and what the steps are in the production process:<br>• A cell phone \ pistol is made |

| Grade 4 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | project in this case we will be using a 10mm pine plywood, and the picture of the cell phone is obtained from a cell phone company brochure<br>• Understand where wood originates from<br>• Identify a cross section of cut wood<br>• Clean machines and equipment after use<br>  | • The skills acquired in this project enables the learner to:<br>• Determine the size and shape of the article<br>• Use the materials selected<br>• Determine the length of time needed to complete the project |
| | Project construction | • Assist the teacher to:<br>• Make rough sketch of project<br>• Select suitable wood for the project wood<br>• Measure and mark out project<br>• Cut the materials to size,<br>• Cut the mobile phone/pistol shape with the figure saw after a demonstration<br>• Drill the trigger hole in the pistol with non-electrical tools<br>• Use the correct finishing technique for the project, e.g. sanding and finishing | • Learners select pine ply wood and mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges, cut out the picture with a scissors and glue it in position<br>• The skills acquired in this project enables the learner to:<br>• Select correct wood. Laminated or ply wood is used in this project that is manufactured of natural timber strips glued on top of each other, changing grain direction with every strip to create strength. |

| Grade 4 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | | • Measure project. Leaner's find it difficult to measure therefore they are introduced to the ruler and tape measure but uses a pre-cut sample to mark their projects<br>• Mark out the project on wood. The sample measurement block is laid onto the wood and marked off with a pencil<br>• Cut out the block. The wood is clamped down and cut to shape using a wood saw. Place the wood onto the table block, holding the wood in position., slowly move saw blade over the mark to make groove, gently move blade forward and backward to cut wood, applying light pressure.<br>• The pistol is cut into a block first. Cut out the final shape of the pistol with a figure saw<br>• Cut the hole (pistol). The trigger hole is cut with a hand drill by the learner<br>• Sand the wood. The cut wood is sanded smooth and rough edges removed, learner use a fine sand paper |



| Grade 4 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | | • Cut picture with scissors. Use scissors to cut chosen picture out of book to the correct size of the wood<br>• Use a PVA (polyvinyl acetate) glue to adhere picture to the wood. This is a water based glue that can be washed off |
| | Housekeeping practises | • Enter the workshop on teacher's instruction<br>• Clean the workshop<br>• Pick up large un-used wood pieces<br>• Sweep floors ensuring no objects lying around that can cause injury | |
| Week 3 and 4 | Project planning: Camera and potjie lid opener | • Identify pictures/examples of a camera/ potjie lid opener<br>• List the steps in sequence to produce a camera/ potjie lid opener<br>• Discuss the uses of the project<br>• Draw a free hand sketch<br>• Identify the tools to make the project, e.g. hand drilling machine, drill bit, hammer, nails<br>• Identify the equipment to make the project, e.g. router machine and bits<br>• Discuss the basics of drawing up of a material | • Examples of suggested projects Grade 4: First year and second year<br>   <br>(from left to right)<br>• Learners plan the model and what the steps will be in producing the model.<br>• A camera \ potjie lid opener is made. |

| Grade 4 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | list | • The size and shape is decided as well as the materials to use. |
| | Project construction | • Assist the teacher to select the most suitable wood<br>• Mark out the project on the wood<br>• Cut the materials to size<br>• Drill holes where needed<br>• Use the correct tools to assemble the project<br>• Use the correct finishing technique for the project, e.g. sanding and painting<br>• Understand wood come from a tree and planks are cut from a tree trunk | • Learners select pine wood and mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. Drill holes where needed, there after smoothen wood with sandpaper and remove all sharp edges, Glue wheel (lens) into position.<br>• The skills acquired in this project enables the learner to:<br>• Select the correct wood. Solid pine wood is used in this project that is manufactured, as it is a soft wood and easy workable<br>• Measure out the project with pre-cut sample,<br>• Mark out project on wood,<br>• Cut out of block,<br>• The learner then cut the potjie lid opener to the right shape with a figure saw<br>• Cut the holes (camera)<br>• Drill the lens and strap holes with a hand drill<br>• Drill the potjie strap hole with a hand drill and a drill bit<br>  |

| Grade 4 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | | • Sand wood,<br>• Attach camera lens<br>• Use a PVA (polyvinyl acetate) glue to adhere lens to the base. This is water based glue that can be washed off with water<br>• Use nail gun to attach lens to camera body |
| | Housekeeping practices | • Enter the workshop only when teacher instruct<br>• Enter the workshop on teacher's instruction<br>• Clean the workshop<br>• Pick up large un-used wood pieces<br>• Sweep floors ensuring no objects lying around that can cause injury | • Clean workshop with brooms, dust bucket, rags, feather duster |
| Week 5 and 6 | Project planning Snail/penguin on wheels | • Identify pictures/examples of a snail/penguin on wheels<br>• List the steps in sequence to produce a Snail/penguin on wheels<br>• Discuss the uses of the project<br>• Decide on wood type to be used<br>• Identify the tools to make the project, e.g. hand saw, files, screw driver | • Examples of suggested projects Grade 4: First year and second year (from left to right)<br>   |

| Grade 4 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | Project construction | • Assist the teacher to cut the materials to size<br>• Assemble the project<br>• Use the correct tools to assemble the project<br>• Wood saw, figure saw, hand drilling machine and bits, scissors, rasps, hammer.<br>• Use the correct finishing technique for the project, e.g. sanding and painting<br>• Understand the use of a file or rasp<br>• Show the different types, round, flat, three square and half round<br>• Understand what a hammer is used for<br>• Identify different hammer types: claw, cross-pein mallet and club hammer<br>• Use a hammer safely | • Learners select ply wood and mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. Drill holes where needed, there after smoothen wood with sandpaper and remove all sharp edges, Add wheels into position.<br>• The skills acquired in this project enables the learner to:<br>• Select correct wood,<br>• Measure the project,<br>• Mark project on wood,<br>• Cut out a basic block,<br>• Cut the final shape with a figure saw<br>• Drill the holes. The learner drills the wheel axle holes with a hand drill and drill bit<br>• Make arms and feet for penguin<br>• Cut penguin arm and legs from thin rubber (bicycle tube) with scissors and insert into slots cut into wheels and body,<br>• Use wood file to remove unwanted wood use a wood file with slow movements forward and backwards keeping file level |

| Grade 4 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | | • Sand wood<br>• Attach wheels to axles<br>• Use a mallet hammer to tap axles into wheel holes |
| | Housekeeping practises | • Enter the workshop only when teacher instruct<br>• Clean the workshop<br>• Pick up large un-used wood pieces<br>• Sweep floors ensuring no objects lying around that can cause injury<br>• Wash the floors, but use warning signs to warn others of danger to slip and fall<br>• Clean tools and equipment |  |

| Grade 4 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| Week 7, 8 And 9 | Project planning Apache attack helicopter / Cessna 172 | • Identify pictures/examples of an Apache attack helicopter / Cessna 172<br>• List the steps in sequence to produce an attack helicopter / Cessna 172<br>• Discuss the uses of the project<br>• Discuss the wood to be used<br>• Identify the tools to make the project, e.g. Hand saw, hammer, nails, figure saw<br>• Identify the equipment the teacher used to help make the project, e.g. band saw, circular saw<br>• Discuss the quantities of material necessary to make the project | • Examples of suggested projects Grade 4: First year and second year (from left to right)<br>   <br>   |
| | Project construction | • Choose the correct wood<br>• Make a rough free hand sketch<br>• Measure and mark for cutting<br>• Cut the materials to size<br>• Sand project to smoothen and remove edges<br>• Assemble the project<br>• Use the correct tools to assemble the project, saw, figure saw, glue, staple gun, nail gun, | • Learners select laminated ply wood and hard board to mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.<br>• The skills acquired in this project enables the learner to:<br>• Select correct wood,<br>• Laminated ply wood and Hard board is used in this |

| Grade 4 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | hand drilling machine and drill bit, rasps<br>• Use the correct finishing technique for the project, e.g. sanding and painting | project<br>• Measure project,<br>• Mark out project on wood,<br>• Cut out rough shape. The learner use a figure saw to cut the final shapes<br>• Drill the holes (Cessna). The hand holes are cut with a hand drill for the wheel axles by the learner<br>• Sand wood, and remove rough edges<br>• Fit cannons, machine guns and wheels. The cannons and machine guns are mounted to the helicopter/ wheels, wings, wing struts and undercarriage on the Cessna<br>• Attach the body parts<br>• Paint the project to finish |
| | Housekeeping practices | • Enter the workshop only when teacher instruct<br>• Clean the workshop<br>• Clean tools and equipment and return to the correct storage place | |
| Week 10 | Assessment – Refer to the table on the next page | | |

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. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 4, first and second year are the same, the articles are however more advanced.

| Week | Assessment goals | Assessment goals |
|---|---|---|
| Week 1: | Practice safety in and around the workshop and on self | Dress independently in overall |
| Week 2: | List the steps to produce a plank from a tree trunk | Identify basic wood used |
| Week 3: | Plan the project | Draw a free hand sketch of project |
| Week 4: | Select the right wood | Choose the right wood for the project |
| Week 5: | Identify correct tools and equipment to use | dentify tools and equipment needed to make the project |
| Week 6: | Use a hand drilling machine to drill holes into shapes | Use the hand drilling machine safely |
| Week 7: | Use a back saw to cut wood | Use the back saw to cut wood in straight lines safely |
| Week 8: | Use a figure saw to cut wood | Use the figure saw to cut basic shapes in wood safely |
| Week 10: | Use of sandpaper to smoothen wood | Use sanding paper to smoothen and finish wood safely |

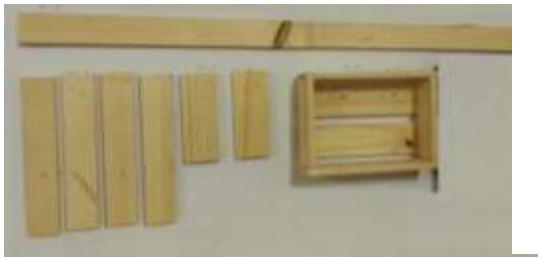
Assessment of 4 theoretical worksheets/activities to be recorded with a minimum of 1 theoretical worksheet/activity to be reported. The following serves as suggestions of worksheets/activities to report on:

| | |
|---|---|
| Week 2: | Select/identify how to dress in the woodwork workshop |
| Week 3: | Identify different types of wood |
| Week 4: | Make a sketch of projects |
| Week 5: | • Identify tools e.g. Wood saw, figure saw, hand drilling machine, scissors, rasps, hammer. |
| Week 6: | Identify different drill bits and sizes |
| Week 7: | Explain blade tooth direction in the saw |
| Week 8: | Explain the cutting movement of a figure saw |
| Week 9: | Explain how to sand wood |

3.2.2 Grade 4: 1st and 2nd year: Term 2

| Grade 4 Term 2 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| Week 1 and 2 | Project planning<br>Car and Truck | • Identify pictures/examples of a car / truck<br>• List the steps in sequence to produce a car / truck<br>• Discuss the uses of the project<br>• Make a free hand drawing<br>• Identify the tools to make the project, Staple gun, hand drill, screw driver<br>• Identify the equipment the teacher will use to make the project, e.g.: Band saw<br>• Draw up a basic material list | Examples of suggested projects Grade 4 first year and second year (from left to right)<br>  |
| | Project construction | • Choose the correct wood: ply for car and pine for truck<br>• Measure and mark for cutting<br>• Use backsaw and figure saw to cut the materials to size<br>• Drill holes for wheel axles with hand drill and bits<br>• Sand project to smoothen and remove edges<br>• Assemble the project | Learners select laminated ply wood and solid pine wood to mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.<br>The skills acquired in this project enables the learner to:<br>• Select correct wood,<br>• Laminated ply wood for the car and pine wood is for the |

| Grade 4 Term 2 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | • Use the correct tools to assemble the project, glue, staple gun, nail gun, hammer, rasps<br>• Use the correct finishing technique for the project, e.g. sanding and painting | truck<br>• Measure project,<br>• Mark out the project on wood,<br>• Cut into a basic block,<br>• Use a figure saw to the car<br>• Use Backed saw to cut the truck<br>• Drill the holes<br>• Sand wood,<br>• Attach the body parts<br>• Fit the wheels<br>• Axles are knocked into the wheel hole with a mallet hammer<br>• Paint project to finish |
| | Housekeeping practices | • Enter the workshop only when teacher instruct<br>• Clean the workshop<br>• Clean tools and equipment and return to the correct storage place | |
| Week 3 And 4 | Project planning Soap box / book holder | • Identify pictures/examples of a soap box or book holder<br>• List the steps in sequence to produce a soap box or book holder | Examples of suggested projects Grade 4 first and second year (from left to right) |

| Grade 4 Term 2 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | • Make a free hand sketch<br>• Discuss the uses of the project<br>• Identify the tools to make the project, glue, staple gun, nail gun,<br>• Identify the equipment the teacher will use to make the project, e.g. circular table saw<br>• Draw up a material list |   |
| | Project construction | • Choose the correct wood: Pine wood<br>• Measure the required measurements<br>• Mark the project on wood<br>• Use backsaw to cut the materials to lengths<br>• Sand project parts to smoothen and remove edges<br>• Assemble the project<br>• Use the correct tools to assemble the project, glue, staple gun, nail gun,<br>• Use the correct finishing technique for the project, e.g. sanding and painting | Learners select Pine wood and mark out the project. The teacher demonstrates how to cut the project with a table circular wood saw and pre-cut the strips for the learners. There after the learners smoothen wood with sandpaper and remove all sharp edges.<br>The skills obtained in this project teaches the learner to:<br>• Select correct wood, namely Solid Pine wood<br>• Measure of project,<br>• Cut correct lengths,<br>• Sand wood,<br>• Assemble the project. Use a staple gun and wood glue to assemble the project<br>A jig is made for the learners to simplify equal spacing when learners make the panels of the book shelf |

| Grade 4 Term 2 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | | • Paint project to finish |
| | Housekeeping practices | • Enter the workshop only when teacher instruct<br>• Clean the workshop<br>• Pick up large un-used wood pieces<br>• Sweep floors ensuring no objects lying around that can cause injury<br>• Wash the floors, but use warning signs to warn others of danger to slip and fall<br>• Clean tools and equipment and return to the correct storage place<br>Ensure the table model circular saw blade is wound to the full down position before cleaning commences | |

| Grade 4 Term 2 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| Week 5<br>And 6 | Project planning<br>Fruit bowls / round bowl | • Identify pictures/examples of a fruit bowl or round bowl<br>• List the steps in sequence to produce a fruit bowl or round bowl<br>• Discuss the uses of the project<br>• Identify the tools to make the project, glue, staple gun, nail gun, figure saw, rasps, hand drilling machine<br>• Identify the equipment the teacher will use to make the project, e.g. Table circular saw<br>• Draw up a material list, remember the wood beads for the round basket | Examples of suggested projects Grade 4 first and second year (from left to right)<br>  <br>  <br>  |
| | Project construction | • Assist the teacher to cut the materials to size<br>• Assemble the project<br>• Use the correct tools to assemble the project, e.g. glue, staple gun, nail gun, figure saw, back saw, rasps<br>• Use the correct finishing technique for the project, e.g. sanding and painting | • Learners select Pine wood and mark out the project. The teacher demonstrates how to cut the project with a table circular wood saw and pre-cut the strips for the learners. There after the learners smoothen wood with sandpaper and remove all sharp edges.<br>• The skills obtained in this project teaches the learner to:<br>• Select correct wood,<br>• Measure of project,<br>• Cut correct lengths, |

| Grade 4 Term 2 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | | • Drill holes in round bowl strips for wire support<br>• Sand wood,<br>• Assemble the project<br>• Use a staple gun and wood glue to assemble all the parts to form the project<br>• Make a jig for the learners to simplify equal spacing when learners make the panels of the book shelf<br>• Attach strips of round bowl with wire and wood beads<br>• Paint projects to finish |
| | Housekeeping practices | • Enter the workshop only when teacher instruct<br>• Clean the workshop<br>• Clean tools and equipment and return to the correct storage place<br>• Ensure the table model circular saw blade is wound to the full down position before cleaning commences | |

| Grade 4 Term 2 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| Week 7, 8 and 9 | Project planning<br>Book shelf 1 or bookshelf 2 | • Identify pictures/examples of a bookshelf 1 or bookshelf 2<br>• List the steps in sequence to produce a bookshelf 1 or bookshelf 2<br>• Discuss the uses of the project<br>• Draw a free hand sketch<br>• Identify the tools to make the project, e.g. wood saw screw driver, screws, files<br>• Identify the equipment to make the project, e.g. jigsaw, router<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project<br>• Explain basics of how to do project costing | • Examples of suggested projects Grade 4 first and second year (from left to right)<br>   |
| | Project construction | • Assist the teacher to cut the materials to size<br>• Assemble the project<br>• Use the correct tools to assemble the project: back saw, glue, figure saw, nail gun<br>• Use the correct finishing technique for the project, e.g. sanding and painting | • Learners select solid pine wood to mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.<br>• The skills obtained in this project teaches the learner to: |

| Grade 4 Term 2 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | | • Select correct wood,<br>• Pine wood is selected<br>• Measure of project,<br>• Mark out of project on wood,<br>• Cut desired lengths. The learner use a figure saw to cut the final round shapes in side panels<br>• Sand wood,<br>• Attach the body parts using glue and a nail and staple gun body parts are attached<br>• Paint project to finish |
| | Housekeeping practices | • Enter the workshop only when teacher instruct<br>• Clean the workshop<br>• Ensure the table model circular saw blade is wound to the full down position before cleaning commences | |
| Week 10 | Assessment – Refer to the table on the next page | | |

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. The following serves as suggestion of skills to record and report on.

. The assessment goals for Grade 4, first and second are the same, the articles are however more advanced.

| | | |
|---|---|---|
| Week 1: | Practice safety with tools and equipment in and around the workshop and on self | Keep work surface, machines and equipment neat and clean |
| Week 2: | Identify the basic wood glue and how to use it | Use wood glue to stick wood together safely |
| Week 3: | Identify different wood screws and nails | Identify different types of wood screws and nails |
| Week 4: | Identify and use the correct screw driver | Identify and use the correct screw driver for the right screw head |
| Week 5: | Identify and use the correct hammer | Identify and use the correct hammer to drive in nails |
| Week 6: | Use a square | Use a square to draw 90’ lines |
| Week 7: | Use a hand brace to drill holes into the cut shapes | Use the hand brace safely |
| Week 8: | Use a staple gun | Use a staple gun to attach wood together safely |
| Week 9: | Use a nail gun | Use a nail gun to attach wood together safely |

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on:

| | |
|---|---|
| Week 2: | Select/identify safety precautions on tools and equipment used t |
| Week 3: | Identify different wood glues |
| Week 4: | Make a sketch to illustrate different screw heads |
| Week 5: | Make a sketch to illustrate different nails |
| Week 6: | Identify different screw drivers |
| Week 7: | Explain and illustrate how to use a claw hammer |
| Week 8: | Explain the difference between a normal drill bit and a brace bit |
| Week 9: | Explain the dangers off a nail gun |

**3.2.3** Grade 4: 1st and 2nd year: Term 3

| Grade 4 Term 3 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| Week 1 and 2 | Project planning<br>Signage stands and coat stand | • Identify pictures/examples of Signage stands and coat stand<br>• List the steps in sequence to produce signage and coat stand<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. wood saw, screw driver, screws, rasps<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project | • Examples of suggested projects Grade 4 first and second year (from left to right)<br>  <br>  |
| | Project construction | • Draw free hand sketch<br>• Assist the teacher to cut the materials to size<br>• Cut final shapes from wood<br>• Assemble the project<br>• Use the correct tools to assemble the project: glue hand drilling machine, drill bits, figure saw, back saw, rasps<br>• Use the correct finishing technique for the project, e.g. sanding and painting | • Learners select solid pine wood to mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project<br>• The skills obtained in this project teaches the learner to<br>• Select correct wood namely Pine wood is selected<br>• Measure of project,<br>• Mark out of project on wood, |

| Grade 4 Term 3 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | | • Cut desired lengths,<br>• Use a figure saw to cut the final shapes in sign boards and coat stand legs<br>• Sand wood,<br>• Assemble the boards. Use glue and a wood screw. parts are screwed together<br>• Assemble the coat stand, add the legs and screwing in the coat hooks<br>• Paint project to finish the project. |
| | Housekeeping practices | • Enter the workshop only when teacher instruct<br>• Clean the workshop<br>• Ensure the table model circular saw blade is wound to the full down position before cleaning commences<br>• Clean the band saw only after blade cover is wound down | |
| Week 3 and 4 | Project planning<br>Project holder or plant holders | • Identify pictures/examples of a project / plant holders<br>• List the steps in sequence to produce a project or plant holders<br>• Discuss the uses of the project | • Examples of suggested projects Grade 4 first and second year (from left to right) |

| Grade 4 Term 3 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | • Identify the wood that will be used to make this project<br>• Identify the tools to make the project, e.g.: wood saw, hand drilling machine, files, hammers, nails, Staple and nail gun<br>• Discuss a material list<br>• Discuss the quantities of material necessary to make the project |   |
| | Project construction | • Find the right wood, hard board for project holders and pine wood for the plant holders<br>• Measure and draw<br>• Assist the teacher and cut the materials to size<br>• Assemble the project<br>• Use the correct tools to assemble the project: back saw staple and nail gun, drilling machine and bits<br>• Use the correct finishing technique for the project, e.g. sanding and painting<br>• Assist the teacher to | • Learners select hard board for the project holder box and pine wood for the plant box. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.<br>• The skills obtained in this project teaches the learner to<br>• Select correct wood. Hard board for the project box and Pine wood is selected for the plant holder<br>• Measure the project,<br>• Mark out the project on wood,<br>• Cut desired lengths, |

| Grade 4 Term 3 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | • Draw a rough sketch of project<br>• Select wood<br>• Measure and mark out the project<br>• Cut the materials to size,<br>•<br>• Teacher cuts shape with figure saw (Pistol) demonstrating the use thereof<br>• Cut out of the shape and assist with drilling the trigger hole in pistol with non-electrical tools<br>• Use the correct finishing technique for the project, e.g. sanding and finishing | • Use a figure saw to cut the final shapes in sign boards and coat stand legs<br>• Sand wood,<br>• Assemble the boards using glue and a wood screw parts are screwed together. The coat stand is assembled by adding the legs and screwing in the hooks<br>• Paint projects to finish |
| | Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly | |
| Week 5<br>And 6 | Project planning<br>Hat holder 1 and 2 | • Identify pictures/examples of a hat holder 1 and 2<br>• List the steps in sequence to produce a hat holder 1 and 2<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling | • Examples of suggested projects Grade 4 first and second year (from left to right)<br>   |

| Grade 4 Term 3 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | machine and drill bits<br>• Identify the equipment to make the project, e.g. jigsaw, router<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project<br>• Understand how to do project costing | |
| | Project construction | • Assist the teacher to cut the materials to size<br>• Assemble the project<br>• Use the correct tools to assemble the project<br>• Use the correct finishing technique for the project, e.g. sanding and painting | • Learners select hard board for the project holder box and pine wood for the plant box. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.<br>• The skills obtained in this project teaches the learner to:<br>• Select correct wood. Pine wood is selected and pins from Pine dowel sticks<br>• Measure the project,<br>• Mark out the project on wood,<br>• Cut desired lengths,<br>• Drill peg holes |

| Grade 4 Term 3 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | | • Make pegs<br>• Sand wood,<br>• Screw hooks onto wood<br>• Insert pegs into holes with glue<br>• Paint the project to finish |
| | Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly | |
| Week 7,8 and 9 | Project planning Decorative wood article / decorative wood lamp | • Identify pictures/examples of decorative wood article / decorative wood lamp<br>• List the steps in sequence to produce a decorative wood article / decorative wood lamp<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. wood saw, hand drilling machine and drill bits, screw driver, screws, scraper, files<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project | • Examples of suggested projects Grade 4 first and second year (from left to right)<br>   |
| | Project construction | • Assist the teacher to cut the materials to size | • Learners select tree branch for the project. The teacher |

| Grade 4 Term 3 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | • Assemble the project<br>• Use the correct tools to assemble the project<br>• Use the correct finishing technique for the project, e.g. sanding and painting | demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after remove the bark, smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.<br>• The skills obtained in this project teaches the learner to:<br>• Select correct wood,<br>• Measure the project,<br>• Mark out the project on wood,<br>• Cut desired lengths,<br>• Use drill to drill stand<br>• Make base<br>• Sand wood,<br>• Screw electrical components onto wood<br>• Paint the project to finish |
| | Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly | |
| Week 10 | Assessment – Refer to the table on the next page | | |

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. The following serves as suggestion of skills to record and report on.

. The assessment goals for Grade 4, first and second are the same, the articles are however more advanced.

| | | |
|---|---|---|
| Week 1: | Practice safety with tools and equipment in and around the workshop and on self | Keep work surface, machines and equipment neat and clean |
| Week 2: | Identify wood clamps | Identify wood clamps and show to use it safely |
| Week 3: | Identify a wood planer | Identify different planer types and how to set them |
| Week 4: | Use a wood hand planer | Use a wood hand planer safely |
| Week 5: | Identify and use the slide bevel | Identify and use the slide bevel to mark various angles |
| Week 6: | Use a mortise-gauge | Use a mortise-gauge to mark various sizes |
| Week 7: | Make a pattern | Make a pattern or sample and use to mark project |
| Week 8: | Use a jigsaw to cut more difficult shapes and patterns | Use a jigsaw to cut more difficult shapes and patterns safely |
| Week 9: | Identify different chisels | Identify different chisels and explain how to use safely |

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on:

| | |
|---|---|
| Week 2: | Select/ identify different clamps and explain how to clamp wood |
| Week 3: | Identify the planer and explain what it is used for |
| Week 4: | Illustrate how to use a slide bevel gauge |
| Week 5: | Illustrate how to use a mortise-gauge |
| Week 6: | Explain why patterns make duplication easier |
| Week 7: | Select/ identify a jigsaw and illustrate how to use it safely |
| Week 8: | Identify a chisel and explain how to use it safely |
| Week 9: | Identify block hammer and explain how to use it |

**3.2.4** Grade 4: 1st and 2nd year: Term 4

| Grade 4 Term 4 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| Week 1 to 3 | Project planning<br>Roof hanging horse / Riding horse | • Identify pictures/examples of roof hanging horse / riding horse<br>• List the steps in sequence to make a horse swing / riding horse<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. wood saw, screw driver, screws, files<br>• Identify the equipment to make the project, e.g. jigsaw, files<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project | • Examples of suggested projects Grade 4 first and second year (from left to right)<br>  <br>  |
| | Project construction | • Choose the correct wood<br>• Make a rough free hand sketch<br>• Measure and mark for cutting<br>• Cut the materials to size<br>• Sand project to smoothen and remove edges<br>• Assemble the project<br>• Use the correct tools to assemble the project, | • Learners select solid pine wood to mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.<br>• The skills acquired in this project enables the learner to:<br>• Select correct wood, namely Pine wood |

| Grade 4 Term 4 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | saw, figure saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver and screws rasps<br>• Use the correct finishing technique for the project, e.g. sanding and painting | • Measure of project,<br>• Mark out of project on wood,<br>• Cut desired lengths,<br>• Use a figure saw to cut the final shapes Sand wood,<br>• Use drilling machine and drill needed holes<br>• Assemble the project use glue and screws together<br>• Paint the project to finish |
| | Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Inspect and ensure saw blade is still workable<br>• Inspect and ensure sandpaper is still workable<br>• Store tools correctly | |
| Week 4 to 8 | Project planning<br>Toy box small / toy box large | • Identify pictures/examples of a small toy box / large toy box<br>• List the steps in sequence to produce a small toy box / large toy box<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. wood saw, screw driver, screws, nail gun, files, sandpaper<br>• Identify the equipment to make the project, | • Examples of suggested projects Grade 4 first and second year (from left to right)<br>  <br>  |

| Grade 4 Term 4 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | e.g.: jigsaw, router<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project | |
| | Project construction | • Choose the correct wood<br>• Make a rough free hand sketch<br>• Measure and mark for cutting<br>• Cut the materials to size<br>• Sand project to smoothen and remove edges<br>• Assemble the project<br>• Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver and screws rasps<br>• Use the correct finishing technique for the project, e.g. sanding and painting | • Learners select solid pine wood to mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.<br>• The skills acquired in this project enables the learner to:<br>• Select correct wood, namely Pine wood<br>• Measure the project,<br>• Mark out the project on wood,<br>• Cut desired lengths,<br>• Use drilling machine and drill holes. (handle)<br>• Assemble the project - use glue and screws together<br>• Paint the project |
| | Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly | |

| Grade 4 Term 4 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | • Store glued panels in safe area<br>• Ensure blade and sandpaper is still workable | |
| Week 9 | Project planning<br>Tree trunk pot / train tree trunk pot | • Identify pictures/examples of a Tree trunk pot / train tree trunk pot List the steps in sequence Tree trunk pot / train tree trunk pot<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. wood saw, wood chisel, mallet hammer<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project | • Examples of suggested projects Grade 4 first and second year (from left to right)<br>   |
| | Project construction | • Assist the teacher to cut the materials to size<br>• Use a wood saw to cut shapes<br>• Use drilling machine and drill bit to loosen wood where hollowing will take place<br>• Use a chisel to hollow tree trunk<br>• Use a mallet to hit chisel | • Learners select solid wood stump to mark out the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after hollow stump to form a pot<br>• The skills acquired in this project enables the learner to:<br>• Select correct wood, namely a tree stump<br>• Measure of project,<br>• Mark out of project on wood, |

| Grade 4 Term 4 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | | • Cut desired lengths,<br>• Use drilling machine and drill needed holes, to make hollowing easier<br>• Nail wheels in position |
| | Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly | |
| Week 10 | Assessment – Refer to the table on the next page | | |

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. The following serves as suggestion of skills to record and report on.

. The assessment goals for Grade 4, first and second are the same, the articles are however more advanced.

| | | |
|---|---|---|
| Week 1: | Practice safety with tools and equipment in and around the workshop and on self | Keep work surface, machines and equipment neat and clean |
| Week 2: | Use a wood dowel | Use a wood dowel to join 2 pieces of wood |
| Week 3: | Use a wood biscuit machine | Use a wood biscuit machine to join 2 pieces of wood |
| Week 4: | Select a wood joint for a specific project | Use a specific wood joint to join two pieces of wood |
| Week 5: | Identify different grades of sanding paper | Explain the different sandpaper grades and when to use a specific grade |
| Week 6: | Identify different finishing methods | Identify wood stain, waxing, varnishing, painting or polishing of wood |
| Week 7: | Show how to effectively use a paint brush | Explain how to effectively use a paint brush |
| Week 8: | Identify air compressor | Identify compressor and explain how to use safely |
| Week 9: | Identify different spray guns | Identify different spray guns and how to use and clean them safely |

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on:

| | |
|---|---|
| Week 2: | Explain what is a dowel and how to install it |
| Week 3: | Explain what is a biscuit joiner and how to use it |
| Week 4: | Explain different wood joints and when to use it |

| | |
|---|---|
| Week 5: | Differentiate between different sand paper grits and explain the use |
| Week 6: | Explain the different methods to finish off a project. |
| Week 7: | Explain what a paintbrush is and how to use it |
| Week 8: | Explain what an air compressor is and how to use it |
| Week 9: | Identify low and high pressure spray guns |

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

Learners spend three (3) years in Grade 5, and therefore three (3) suggested Woodworking and Timber projects are provided to allow the learners to perform the second suggested Woodworking and Timber project during their second year in grade 5 and the third suggested project during their third year in grade 5. It is not advisable to repeat the same Woodworking and Timber projects more than once as this will not provide the learner the opportunity to learn additional skills.

| Grade 5 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| Week 1 and 2 | Project planning<br>Bug hotel 1, 2 and 3 | • Identify pictures/examples of bug hotel 1,2, and 3<br>• Make a free hand sketch<br>• List the steps in sequence to produce bug hotel 1,2 and 3<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, electric hand drilling machine and drill bits<br>• Identify the equipment to make the project, e.g. jigsaw, nail gun<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project | • Examples of suggested projects Grade 5 first, second and third year.<br>  <br>  |

| Grade 5 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | Project construction | • Choose the correct wood<br>• Make the needed measurements<br>• Make measurement template that will be used when measuring the rest of the parts<br>• Mark for cut<br>• Cut the materials to size<br>• Sand project to smoothen and remove edges<br>• Assemble the project<br>• Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver and screws rasps<br>• Use the correct finishing technique for the project, e.g. sanding and painting | • Learners select Pine wood and mark out the project. The teacher demonstrates how to cut the project with a table circular wood saw and Pre-cut the strips for the learners. There after the learners smoothen wood with sandpaper and remove all sharp edges<br>• The skills acquired in this project enables the learner to:<br>• Select correct wood,<br>• Measure of project,<br>• Cut correct lengths - use pre-cut sample for the lengths<br>• Sand wood,<br>• Assemble the project<br>• Build box<br>• Insert pre-cut lengths of wood<br>• Paint project to finish<br>• Use the correct varnish or sealer as product will be exposed to weather |
| | Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly | |

| Grade 5 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| Week 3, and 4 | Project planning:<br>Pallet furniture | • Identify pictures/examples Pallet furniture<br>• Make a rough free hand sketch<br>• List the steps in sequence to produce pallet furniture<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. wood saw, screw driver, screws, files<br>• Identify the equipment to make the project, e.g. jigsaw, electric drilling machine<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project<br>• Understand how to do project costing | • Examples of suggested projects Grade 5 first, second and third year (from left to right)<br>  <br>  <br>  |
| | Project construction | • Use the correct wood<br>• Measure and mark for cutting<br>• Cut the materials to size<br>• Sand project to smoothen and remove edges<br>• Assemble the project<br>• Use the correct tools to assemble the project, saw, glue, nail gun, electrical hand drilling | • Learners use wood pallets and mark out the project. The teacher demonstrates how to cut the project with band saw and there after the learners cut their parts, smoothen wood with sandpaper and remove all sharp edges<br>• The skills acquired in this project enables the learner to:<br>• Select wood,<br>• Measure of project, |

| Grade 5 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | machine and drill bit, screw driver and screws.<br>• Use the correct finishing technique for the project, e.g. sanding and painting | • Cut correct sizes,<br>• Drill holes for final assembly<br>• Sand wood,<br>• Assemble the project<br>• Use a Nail gun and wood glue to assemble all the parts to form the project<br>• Use woodscrews to assemble project<br>• Paint the project to finish<br>• Apply the correct sealer as the product will be exposed to weather |
| | Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Check tools for serviceability<br>• Store tools correctly<br>• Ensure blade and sandpaper is still workable | |
| Week 5 to 6 | Project planning<br>Chairs 1,2 and 3 | • Identify pictures/examples of chairs 1,2, and 3<br>• List the steps in sequence to produce chairs 1,2 and 3<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. | • Examples of suggested projects Grade 5 first, second and third year (from lef<br>    |

| Grade 5 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | wood saw, screw driver, screws, files, hand drilling machine and drill bits<br>• Identify the equipment to make the project, e.g. jigsaw, figure saw, band saw<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project<br>• Understand how to do project costing | |
| | Project construction | • Choose the correct wood<br>• Make a rough free hand sketch<br>• Measure and mark for cutting<br>• Cut the materials to size<br>• Sand project to smoothen and remove edges<br>• Assemble the project<br>• Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver, screws, files and rasps<br>• Use the correct finishing technique for the project, e.g. sanding and painting | • Learners select pine wood for the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.<br>• The skills acquired in this project enables the learner to:<br>• Select correct wood, namely Pine wood<br>• Measure the project,<br>• Mark out the project on wood,<br>• Cut desired lengths,<br>• Sand wood,<br>• Assemble projects |

| Grade 5 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | | • Paint the project to finish |
| | Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly<br>• Ensure all the tools used are serviceable and ready for next use | |
| Week 7, 8 and 9 | Project planning Corner table, table 2 and 3 | • Identify pictures/examples of a corner table, table 2 and 3<br>• List the steps in sequence to produce a corner table, table 2 and 3<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine and drilling bits<br>• Identify the equipment to make the project, e.g. jigsaw, router<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project<br>• Understand how to do project costing | • Examples of suggested projects Grade 5 first, second and third year (from left to right<br>  |

| Grade 5 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | Project construction | • Choose the correct wood<br>• Make a rough free hand sketch<br>• Measure and mark for cutting<br>• Cut the materials to size<br>• Sand project to smoothen and remove edges<br>• Assemble the project<br>• Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver, screws, files and rasps<br>• Use the correct finishing technique for the project, e.g. sanding and painting | • Learners select pine wood for the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.<br>• The skills acquired in this project enables the learner to:<br>• Select correct wood, namely Pine wood<br>• Measure the project,<br>• Mark out the project on wood,<br>• Cut desired lengths,<br>• Sand wood,<br>• Assemble projects<br>• Router where needed<br>• Re-sand to ensure smoothness<br>• Paint the project to finish |
| | Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly<br>• Ensure all the tools used are serviceable and ready for next use | |

| Grade 5 Term 1 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| Week 10 | Assessment – Refer to the table on the next page | | |

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. The following serves as suggestion of skills to record and report on.

The assessment goals for Grade 5, first, second and third year are the same, the articles are however more advanced.

| | | |
|---|---|---|
| Week 1: | Practice safety in and around the workshop and on self | Dress independently in overall |
| Week 2: | Plan the project | Draw a rough sketch of project |
| Week 3: | Select the right wood | Select the correct wood for the project |
| Week 4: | Identify correct tools and equipment to use | Identify tools and equipment needed to make the project |
| Week 5: | Identify correct electrical tools and equipment to use | Identify electrical tools and equipment needed to make the project |
| Week 6: | Use a pedestal drill machine | Use the pedestal drilling machine to drill holes into shapes safely |
| Week 7: | Use a jigsaw to cut wood | Use the jigsaw to cut wood in straight lines safely |
| Week 8: | Use a jigsaw to cut wood | Use the jigsaw to cut shapes and patterns in wood safely |
| Week 10: | Use of file and rasp | Use file and a rasp to smoothen and finish wood safely |

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on:

| | |
|---|---|
| Week 2: | Select/identify how to dress in the woodwork workshop |
| Week 3: | Plan the project |
| Week 4: | Show how to use a wood saw safely |

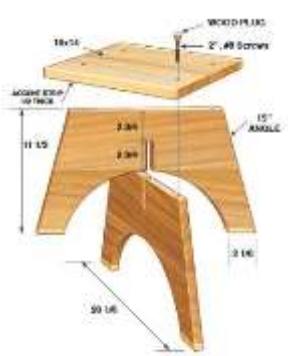
| | |
|---|---|
| Week 5: | • Identify tools e.g. Band saw, jigsaw, electric drilling machine, pedestal drill, table circular saw. |
| Week 6: | Identify electric hand drill and name basic components |
| Week 7: | Identify pedestal drill and name basic components |
| Week 8: | Explain the cutting movement of a jigsaw |
| Week 9: | Show how to hold and use a file or rasp safely |

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

| Grade 5 Term 2 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| Week 1,2 and 3 | • Project planning<br>• Steps 1,2 and 3<br>• | • Identify pictures/examples of steps 1, 2 and 3<br>• List the steps in sequence to produce steps 1, 2 and 3<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine and drilling bits<br>• Identify the equipment to make the project, e.g. jigsaw, router, band saw<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project<br>• Understand how to do project costing | • Examples of suggested projects Grade 5 first, second and third year (from left to right)<br>  <br>  <br>  |
| | • Project construction | • Choose the correct wood<br>• Make a rough free hand sketch<br>• Measure and mark for cutting<br>• Cut the materials to size<br>• Sand project to smoothen and remove edges<br>• Assemble the project | • Learners select hard board for the project holder box and pine wood for the plant box. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project. |

| Grade 5 Term 2 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | • Use the correct tools to assemble the project, saw, glue, nail gun, hand drilling machine and drill bit, screw driver and screws rasps<br>• Use the correct finishing technique for the project, e.g. sanding and painting | • The skills acquired in this project enables the learner to:<br>• Select correct wood, namely Pine wood and pins from Pine dowel sticks<br>• Measure the project,<br>• Mark out the project on wood,<br>• Cut desired lengths,<br>• Drill dowel stick holes<br>• Cut dowel sticks to size<br>• Sand wood,<br>• Assemble projects<br>• Insert dowel pegs into holes with glue<br>• Paint the project to finish |
| | • Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly<br>• Ensure all the tools used are serviceable and ready for next use | |
| Week 4, 5 and 6 | • Project planning<br>• Planting boxes<br>• | • Identify pictures/examples of steps 1,2 and 3<br>• List the steps in sequence to produce flower boxes 1,2 and 3<br>• Discuss the uses of the project | • Examples of suggested projects Grade 5 first, second and third year (from left to right) |

| Grade 5 Term 2 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | • Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine and drilling bits<br>• Identify the equipment to make the project, e.g.: router, band saw<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project<br>• Understand how to do project costing |    |
| | • Project construction | • Choose the correct wood<br>• Make a rough free hand sketch<br>• Measure and mark for cutting<br>• Cut the materials to size<br>• Sand project to smoothen and remove edges<br>• Assemble the project<br>• Use the correct tools to assemble the project, saw, glue, nail gun, hand drilling machine and drill bit, screw driver and screws rasps<br>• Use the correct finishing technique for the project, e.g. sanding and painting | • Learners select pine wood for the plant boxes, the teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.<br>• The skills acquired in this project enables the learner to:<br>• Select correct wood, namely Pine wood<br>• Measure the project,<br>• Mark out the project on wood,<br>• Cut desired lengths,<br>• Assemble project |

| Grade 5 Term 2 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | | • Sand wood<br>• Paint the project to finish |
| | • Housekeeping practises | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly<br>• Ensure all the tools used are serviceable and ready for next use | |
| Week 7,8 and 9 | • Project planning<br>• Small table<br>• | • Identify pictures/examples of tables 1,2 and 3<br>• List the steps in sequence to produce tables 1,2 and 3<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine, drilling bits and square<br>• Identify the equipment to make the project, e.g. jigsaw, router, band saw<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project<br>• Understand how to do project costing | • Examples of suggested projects Grade 5 first, second and third year (from left to right)<br>  <br>  <br>  |

| Grade 5 Term 2 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | • Project construction | • Choose the correct wood<br>• Make a rough free hand sketch<br>• Measure and mark for cutting<br>• Cut the materials to size<br>• Sand project to smoothen and remove edges<br>• Assemble the project<br>• Use the correct tools to assemble the project, saw, glue, nail gun, hand drilling machine and drill bit, screw driver, screws, files and rasps<br>• Use the correct finishing technique for the project, e.g. sanding and painting | • Learners select pine wood for the project. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.<br>• The skills acquired in this project enables the learner to:<br>• Select correct wood,<br>• Pine wood is selected<br>• Measure the project,<br>• Mark out the project on wood,<br>• Cut desired lengths,<br>• Sand wood,<br>• Assemble project<br>• Re-sand where needed<br>• Paint the project to finish |
| | • Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly<br>• Store cutting samples and jigs in correct places | |

| Grade 5 Term 2 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | • Ensure all the tools and equipment used are clean, serviceable and ready for next use | |
| Week 10 | Assessment – Refer to the table on the next page | | |

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. The following serves as suggestion of skills to record and report on **The assessment goals for Grade 5, first, second and third year are the same, the articles are however more advanced.**

| | | |
|---|---|---|
| Week 1: | Practice safety in and around the workshop and on self | Keep work surface and work area, machines and equipment neat and clean |
| Week 2: | Plan the project | Draw a rough sketch of project |
| Week 3: | Select the right wood | Select the correct wood for the project |
| Week 4: | Identify different basic sanding machines | Identify different basic sanding machines used to smoothen wood, orbital sanders and inline sanders safely |
| Week 5: | Identify a belt sanding machine | Identify the belt sanding machine and explain how to use it safely |
| Week 6: | Differentiate between a hand planer, electric hand planer and the thickness planer | Identify the hand planer, electric hand planer and the thickness planer safely |
| Week 7: | Use a routing machine | Use the routing machine to cut shapes safely |
| Week 8: | Use the electric table figure saw | Use the electric table figure saw to cut more difficult shapes |
| Week 9: | Use the band saw | Use the band saw to cut straight line and curves |

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on:

| | |
|---|---|
| Week 2: | Explain workshop rules in the woodwork workshop |
| Week 3: | Explain the basic process of making sand paper |
| Week 4: | Draw a more complete drawing of project |
| Week 5: | Draw up a cutting list |
| Week 6: | Draw up a buying list |
| Week 7: | Explain safety procedures when working with a planer |
| Week 8: | Select \ identify router bit shapes and contours |
| Week 9: | Explain the cutting procedure of an electric scroll saw |

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

| Grade 5 Term 3 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| Week 1 to 3 | Project planning<br>Wall mount | • Identify pictures/examples of a wall mount<br>• List the steps in sequence to produce a wall mount<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine, drilling bits and square<br>• Identify the equipment to make the project, e.g. jigsaw, router, band saw<br>• Understand how to use a jig and a cutting sample<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project<br>• Understand how to do project costing | • Examples of suggested projects Grade 5 first, second and third year (from left to right)<br>  <br>  <br>  |
| | Project construction | • Choose the correct wood<br>• Make a rough free hand sketch<br>• Measure and mark for cutting<br>• Cut the materials to size | • Learners select pine wood for the projects. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp |

| Grade 5 Term 3 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | • Sand project to smoothen and remove edges<br>• Assemble the project<br>• Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver, screws, flies and rasps<br>• Use the correct finishing technique for the project, e.g. sanding and painting | edges. Assemble and paint the project.<br>• The skills acquired in this project enables the learner to:<br>• Select correct wood, namely Pine wood<br>• Measure the project,<br>• Mark out the project on wood, use the templates to mark shapes<br>• Cut desired lengths,<br>• Assemble the projects<br>• Sand wood,<br>• Paint the project to finish |
| | Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly<br>• Store jigs and cutting samples in the correct place<br>• Ensure all the tools and equipment used are clean, serviceable and ready for next use | |
| Week 4 To 5 | Project planning Wall shelves | • Identify pictures/examples of a Wall object holder<br>• List the steps in sequence to produce a Wall object holder | • Examples of suggested projects Grade 5 first, second and third year (from left to right |

| Grade 5 Term 3 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | • Discuss the uses of the project<br>• Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine, drilling bits and square<br>• Identify the equipment to make the project, e.g. router, band saw, sanding machines<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project<br>• Understand how to do project costing |    |
| | Project construction | • Choose the correct wood<br>• Make a rough free hand sketch<br>• Measure and mark for cutting<br>• Use cutting samples and jigs to mark wood<br>• Cut the materials to size<br>• Sand project to smoothen and remove edges<br>• Assemble the project<br>• Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver, screws, | • Learners select Pine wood for the project Wall object holder, the teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.<br>• The skills acquired in this project enables the learner to:<br>• Select correct wood,<br>• Measure the project,<br>• Mark out the project on wood, |

| Grade 5 Term 3 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | files and rasps<br>• Use the correct finishing technique for the project, e.g. sanding and painting | • Mark out the project on wood, use the templates to mark shapes<br>• Cut desired lengths,<br>• Assemble the projects<br>• Sand wood, with electrical sanding machines<br>• Paint the project to finish |
| | Housekeeping practises | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly<br>• Store jigs and cutting samples in correct place<br>• Ensure blade and sandpaper is still workable<br>• Replace sandpaper where needed<br>• Ensure all the tools and equipment used are clean, serviceable and ready for next use | |
| Week 6 and 7 | Project planning<br>Book holder | • Identify pictures/examples of a book holder<br>• List the steps in sequence to produce a book holder<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine, drilling bits and square | • Examples of suggested projects Grade 5 first, second and third year (from left to right) |

| Grade 5 Term 3 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | • Identify the equipment to make the project, e.g. jigsaw, router, band saw sanding machines<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project<br>• Understand how to do project costing |  |
| | Project construction | • Choose the correct wood<br>• Make a rough free hand sketch<br>• Measure and mark for cutting<br>• Cut the materials to size<br>• Sand project to smoothen and remove edges<br>• Assemble the project<br>• Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver and screws rasps<br>• Use the correct finishing technique for the project, e.g. sanding and painting | • Learners select Pine wood for the project book holder. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.<br>• The skills acquired in this project enables the learner to:<br>• Select correct wood,<br>• Measure the project,<br>• Mark out the project on wood - use the templates to mark shapes<br>• Cut desired lengths,<br>• Assemble the project<br>• Sand wood, |

| Grade 5 Term 3 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | | • Paint the project to finish |
| | Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly<br>• Store cutting samples and jigs in correct place<br>• Ensure blade and sandpaper is still workable<br>• Replace sandpaper where needed<br>• Ensure all the tools and equipment used are clean, serviceable and ready for next use | |
| Week 8 to 9 | Project planning<br>Tool box | • Identify pictures/examples of a tool box<br>• List the steps in sequence to produce a tool box<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine, drilling bits and square<br>• Identify the equipment to make the project, e.g. jigsaw, router, band saw<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project | • Examples of suggested projects Grade 5 first, second and third year (from left to right)<br>  <br>  <br>  |

| Grade 5 Term 3 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | • Understand how to do project costing | |
| | Project construction | • Choose the correct wood<br>• Make a rough free hand sketch<br>• Measure and mark for cutting<br>• Cut the materials to size<br>• Sand project to smoothen and remove edges<br>• Assemble the project<br>• Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver and screws rasps<br>• Use the correct finishing technique for the project, e.g. sanding and painting | • Learners select Pine wood for the project tool box. The teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. There after smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.<br>• The skills acquired in this project enables the learner to:<br>• Select correct wood,<br>• Measure the project,<br>• Mark out the project on wood, use the templates to mark shapes<br>• Cut desired lengths,<br>• Assemble the project<br>• Sand wood,<br>• Paint the project to finish |
| | Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly<br>• Store cutting samples and jigs in correct place<br>• Ensure blade and sandpaper is still workable | |

| Grade 5 Term 3 | | | |
|---|---|---|---|
| WEEK | TOPIC | CONTENT<br>The learner must be able to: | Techniques, suggested activities, resources and process notes |
| | | • Replace sandpaper where needed<br>• Ensure all the tools and equipment used are clean, serviceable and ready for next use | |
| Week 10 | Assessment – Refer to the table on the next page | | |

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. The following serves as suggestion of skills to record and report on **The assessment goals for Grade 5, first, second and third year are the same, the articles are however more advanced.**

| | | |
|---|---|---|
| Week 1: | Practise safety in and around the workshop and on self | Dress independently in overall, keep work surface, machines and equipment neat and clean, do not play in workshop. (Ongoing daily) |
| Week 2: | Use the thickness planer | Cut wood to specific thickness |
| Week 3: | Make templates of projects | Identify templates and make them |
| Week 4: | Use templates to mark out parts | Identify templates and use to mark parts |
| Week 5: | Cut out parts | Use of various cutting tools and equipment |
| Week 6: | Assemble the project | Use all the knowledge gained to decide how to and with what tools assemble a project |
| Week 7: | Use of epoxy glue | Use epoxy glue to assemble project, curing time and strength |
| Week 8: | Explain what a spindle machine is | Identify a spindle machine and what its use is |
| Week 10: | Explain what a lathe is | Identify a lathe and its chisels |

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on:

| | |
|---|---|
| Week 2: | Explain workshop rules in the woodwork workshop |
| Week 3: | List safety precautions of a thickness planer |
| Week 4: | Explain why we make templates |
| Week 5: | • Illustrate how to pack out a project to use least material |
| Week 6: | Explain what epoxy glue is |
| Week 7: | Select \ identify a spindle and explain how it will be used |
| Week 8: | Explain what a wood lathe is |
| Week 9: | Differentiate between lathe chisels and normal chisels |

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

| Grade 5 Term 4 | | | |
|---|---|---|---|
| WEEK | TOPIC | • CONTENT<br>• The learner must be able to: | • Techniques, suggested activities, resources and process notes |
| Week 1,2 to 3 | Project planning Mirror | • Identify pictures/examples of a Mirror<br>• List the steps in sequence to produce a Mirror<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine, drilling bits and square, mitre box<br>• Identify the equipment to make the project, e.g. jigsaw, router, band saw<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project<br>• Understand how to do project costing | • Examples of suggested projects Grade 5 first, second and third year (from left to right)<br>    |
| | Project construction | • Choose the correct wood<br>• Make a rough free hand sketch<br>• Measure and mark for cutting<br>• Cut the materials to size<br>• Cut 45 degree angles with a mitre box<br>• Sand project to smoothen and remove edges<br>• Assemble the project | • Learners select Pine wood for the project Mirror, the teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. Thereafter smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.<br>• The skills acquired in this project enables the learner to: |

| Grade 5 Term 4 | | | |
|---|---|---|---|
| WEEK | TOPIC | • CONTENT<br>• The learner must be able to: | • Techniques, suggested activities, resources and process notes |
| | | • Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver and screws<br>• Use the correct finishing technique for the project, e.g. sanding and painting<br>• Insert and attach the mirror | • Select correct wood,<br>• Measure the project,<br>• Mark out the project on wood,<br>• Cut desired lengths,<br>• Cut 45 degree angles with a mitre box<br>• Assemble framework<br>• Sand wood,<br>• Paint the project to finish<br>• Inserted and attach mirror |
| | Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly<br>• Ensure sanding machine sanding pads are still workable<br>• Replace sandpaper where needed<br>• Ensure samples are stored in correct places<br>• Ensure all the tools and equipment used are clean, serviceable and ready for next use | |
| Week 4, 5 to 6 | Project planning Table | • Identify pictures/examples of a side Table<br>• List the steps in sequence to produce a side | • Examples of suggested projects Grade 5 first, second and third year (from left to right) |

| Grade 5 Term 4 | | | |
|---|---|---|---|
| WEEK | TOPIC | • CONTENT<br>• The learner must be able to: | • Techniques, suggested activities, resources and process notes |
| | | table<br>• Discuss the uses of the project<br>• Identify the tools to make the project, e.g. wood saw, screw driver, screws, files, hand drilling machine, drilling bits and square<br>• Identify the equipment to make the project, e.g. jigsaw, router, band saw sanding machines (orbital, flat sheet and belt sander)<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project<br>• Understand how to do project costing |  |
| | Project construction | • Choose the correct wood<br>• Make a rough free hand sketch<br>• Measure and mark for cutting<br>• Use templates to mark parts<br>• Cut the materials to size<br>• Sand project to smoothen and remove edges<br>• Router round and patterned edges<br>• Assemble the project | • Learners select pine wood for the project box, the teacher demonstrates how to cut the project with a wood saw and learners cut their own project to the right size. Thereafter smoothen wood with sandpaper and remove all sharp edges. Assemble and paint the project.<br>• The skills acquired in this project enables the learner to:<br>• Select correct wood, |

| Grade 5 Term 4 | | | |
|---|---|---|---|
| WEEK | TOPIC | • CONTENT<br>• The learner must be able to: | • Techniques, suggested activities, resources and process notes |
| | | • Use jigs to make assembly easier<br>• Use the correct tools to assemble the project, saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver and sanding machines<br>• Use the correct finishing technique for the project, e.g. sanding and painting | • Measure the project,<br>• Mark out the project on wood,<br>• Mark out the project on wood, use the templates to mark shapes<br>• Cut desired lengths,<br>• Sand wood,<br>• Assemble using jigs<br>• Paint the project to finish |
| | Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly<br>• Ensure blade and sandpaper is still workable<br>• Replace sandpaper where needed<br>• Ensure samples are stored in correct places<br>• Ensure all the tools and equipment used are clean, serviceable and ready for next use | |

| Grade 5 Term 4 | | | |
|---|---|---|---|
| WEEK | TOPIC | • CONTENT<br>• The learner must be able to: | • Techniques, suggested activities, resources and process notes |
| Week 7, 8 and 9 | Project planning Furniture restoration | • Identify pictures/examples of furniture restoration<br>• List the steps in sequence to do furniture restoration<br>• Discuss the uses of the project<br>• Identify the tools to redo the project, e.g. Heat gun and scraper, screw driver, hand drilling machine, wire brush<br>• Draw up a material list<br>• Discuss the quantities of material necessary to make the project<br>• Understand how to do project costing | • Examples of suggested projects Grade 5 first, second and third year (from left to right)<br>  <br>  <br>  |
| | Project construction | • Choose the project<br>• Make a rough free hand sketch<br>• Sand project to smoothen and remove old marks<br>• Insert small pieces of wood to repair damaged areas<br>• Re-assemble the project<br>• Use the correct tools to assemble the project, | • Learners select restoration project the teacher demonstrates how to strip varnish/paint from project, learners continue, where after they smoothen wood with sandpaper and remove scratches. Repair where needed. Assemble and paint the project.<br>• The skills acquired in this project enables the learner to:<br>• Select project,<br>• Remove previous covering with heat gun and scraper |

| Grade 5 Term 4 | | | |
|---|---|---|---|
| WEEK | TOPIC | • CONTENT<br>• The learner must be able to: | • Techniques, suggested activities, resources and process notes |
| | | saw, glue, staple gun, nail gun, hand drilling machine and drill bit, screw driver<br>• Use the correct finishing technique for the project, e.g. sanding and paintin | • Sand off paints and marks<br>• Repair if needed with inlays<br>• Sand final product<br>• Paint the project to finish |
| | Housekeeping practices | • Clean the workshop<br>• Clean machinery<br>• Store tools correctly<br>• Replace sandpaper where needed<br>• Ensure all the tools and equipment used are clean, serviceable and ready for next use | |
| Week 10 | Assessment – Refer to the table on the next page | | |

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. The following serves as suggestion of skills to record and report on. **The assessment goals for Grade 5, first, second and third year are the same, the articles are however more advanced.**

| | | |
|---|---|---|
| Week 1: | Practise safety in and around the workshop and on self | Dress independently in overall |
| Week 2: | Plan the project | Select / identify what, how, and when to do when making or repairing a project, and how to cost such a project |
| Week 3: | Use the correct tools to take a project apart | Use the correct tools to take a project apart without damaging the wood |
| Week 4: | Use a heat gun | Learners use the heat gun safely |
| Week 5: | Use of paint remover | Use paint remover safely with a mask, gloves and a scraper to scrape off paint or varnish |
| Week 6: | Identify air compressor | Identify compressor and explain how to use safely |
| Week 7: | Identify different spray guns | Identify different spray guns and how to use and clean them safely |
| Week 8: | Apply finishing coat | Spray a finishing coat on project |
| Week 10: | Polish to fine gloss | Use a buff to put final glaze on project |

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on:

| | |
|---|---|
| Week 2: | Explain workshop rules in the woodwork workshop |
| Week 3: | Explain safe usage off electrical equipment |
| Week 4: | Explain the safe use of a heat gun |
| Week 5: | • Explain paint and varnish removal with paint stripper safely |
| Week 6: | Indicate and name parts of an air compressor |

| | |
|---|---|
| Week 7: | Explain what mixing ratio is |
| Week 8: | Explain the safe use of a spray gun |
| Week 9: | Show how to polish a furniture piece |

# 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 also 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.

| **ormal School-Based Assessments** | | | |
|---|---|---|---|
| erm 1 | erm 2 | erm 3 | erm 4 |
| nimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge | nimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge | nimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge | nimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge |
| nimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills | nimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills | nimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills | nimum 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.

| | |
|---|---|
| TEACHER ASSESSMENT | The teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc. |
| SELF-ASSESSMENT | Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc. |
| PEER ASSESSMENT | Learners assess another learner or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc. |
| GROUP ASSESSMENT | 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 and 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 learners 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.

4.4.1 Assessment programme across the 5 years

Grade 4 – Practical assessment tasks

| Task | Term 1 | | |
|---|---|---|---|
| 1 | Week 2 or 3 | Practice safety in and around the workshop and on self<br>List the steps to produce a plank from a tree trunk<br>Plan the project | Dress independently in overall<br>Identify basic wood used<br>Draw a free hand sketch of project |
| 2 | Week 4 or 5 | Select the right wood<br>Identify correct tools and equipment to use | Choose the right wood for the project<br>Identify tools and equipment needed to make the project |
| 3 | Week 6 or 7 | Use a hand drilling machine to drill holes into shapes<br>Use a back saw to cut wood | Use the hand drilling machine safely<br>Use the back saw to cut wood in straight lines safely |
| 4 | Week 8 or 10 | Use a figure saw to cut wood<br>Use of sandpaper to smoothen wood | Use the figure saw to cut basic shapes in wood safely<br>Use sanding paper to smoothen and finish wood safely |
| Task | Term 2 | | |
| 1 | Week 2 or 3 | Practice safety with tools and equipment in and around the workshop and on self<br>Identify the basic wood glue and how to use it<br>Identify different wood screws and nails | Keep work surface, machines and equipment neat and clean<br>Use wood glue to stick wood together safely<br>Identify different types of wood screws and nails |
| 2 | Week 4 or 5 | Identify and use the correct screw driver<br>Identify and use the correct hammer | Identify and use the correct screw driver for the right screw head<br>Identify and use the correct |

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| | | | hammer to drive in nails |
| 3 | Week 6 or 7 | Use a square<br>Use a hand brace to drill holes into the cut shapes | Use a square to draw 90' lines<br>Use the hand brace safely |
| 4 | Week 8 or 10 | Use a staple gun<br>Use a nail gun | Use a staple gun to attach wood together safely<br>Use a nail gun to attach wood together safely |
| Task | Term 3 | | |
| 1 | Week 2 or 3 | Practice safety with tools and equipment in and around the workshop and on self<br>Identify wood clamps<br>Identify a wood planer | Keep work surface, machines and equipment neat and clean<br>Identify wood clamps and show to use it safely<br>Identify different planer types and how to set them |
| 2 | Week 4 or 5 | Use a wood hand planer<br>Identify and use the slide bevel | Use a wood hand planer safely<br>Identify and use the slide bevel to mark various angles |
| 3 | Week 6 or 7 | Use a mortise-gauge<br>Make a pattern | Use a mortise-gauge to mark various sizes<br>Make a pattern or sample and use to mark project |
| 4 | Week 8 or 10 | Use a jigsaw to cut more difficult shapes and patterns<br>Identify different chisels | Use a jigsaw to cut more difficult shapes and patterns safely<br>Identify different chisels and explain how to use safely |
| Task | Term 4 | | |
| 1 | Week 2 or 3 | Practice safety with tools and equipment in and around the workshop and on self<br>Use a wood dowel | Keep work surface, machines and equipment neat and clean<br>Use a wood dowel to join 2 |

| | | | |
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| | | Use a wood biscuit machine | pieces of wood<br>Use a wood biscuit machine to join 2 pieces of wood |
| 2 | Week 4 or 5 | Select a wood joint for a specific project<br>Identify different grades of sanding paper | Use a specific wood joint to join two pieces of wood<br>Explain the different sandpaper grades and when to use a specific grade |
| 3 | Week 6 or 7 | Identify different finishing methods<br><br>Show how to effectively use a paint brush | Identify wood stain, waxing, varnishing, painting or polishing of wood<br>Explain how to effectively use a paint brush |
| 4 | Week 8 or 10 | Identify air compressor<br><br>Identify different spray guns | Identify compressor and explain how to use safely<br>Identify different spray guns and how to use and clean them safely |

Grade 4 term 1 – 4: Theoretical assessment tasks

Evidence of one theoretical task of formal assessment between week 2 – 10 as in the annual teaching plan must be available for quality assurance.

Grade 5 – Practical assessment tasks

| Task | Term 1 | | |
|---|---|---|---|
| 1 | Week 2 or 3 | Practice safety in and around the workshop and on self<br>Plan the project<br>Select the right wood | Dress independently in overall<br><br>Draw a rough sketch of project<br>Select the correct wood for the project |
| 2 | Week 4 or 5 | Identify correct tools and equipment to use<br>Identify correct electrical tools | Identify tools and equipment needed to make the project<br>Identify electrical tools and |

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| | | and equipment to use | equipment needed to make the project |
| 3 | Week 6 or 7 | Use a pedestal drill machine<br><br>Use a jigsaw to cut wood | Use the pedestal drilling machine to drill holes into shapes safely<br>Use the jigsaw to cut wood in straight lines safely |
| 4 | Week 8 or 10 | Use a jigsaw to cut wood<br><br>Use of file and rasp | Use the jigsaw to cut shapes and patterns in wood safely<br><br>Use file and a rasp to smoothen and finish wood safely |
| Task | Term 2 | | |
| 1 | Week 2 or 3 | Practice safety in and around the workshop and on self<br><br>Plan the project<br>Select the right wood | Keep work surface and work area, machines and equipment neat and clean<br>Draw a rough sketch of project<br>Select the correct wood for the project |
| 2 | Week 4 or 5 | Identify different basic sanding machines<br><br>Identify a belt sanding machine | Identify different basic sanding machines used to smoothen wood, orbital sanders and inline sanders safely<br>Identify the belt sanding machine and explain how to use it safely |
| 3 | Week 6 or 7 | Differentiate between a hand planer, electric hand planer and the thickness planer<br>Use a routing machine | Identify the hand planer, electric hand planer and the thickness planer safely<br>Use the routing machine to cut shapes safely |
| 4 | Week 8 or 10 | Use the electric table figure saw<br><br>Use the band saw | Use the electric table figure saw to cut more difficult shapes<br>Use the band saw to cut straight line and curves |
| Task | Term 3 | | |

| | | | |
|---|---|---|---|
| 1 | Week 2 or 3 | Practise safety in and around the workshop and on self<br><br>Use the thickness planer<br>Make templates of projects | Dress independently in overall, keep work surface, machines and equipment neat and clean, do not play in workshop. (Ongoing daily)<br>Cut wood to specific thickness<br>Identify templates and make them |
| 2 | Week 4 or 5 | Use templates to mark out parts<br><br>Cut out parts | Identify templates and use to mark parts<br>Use of various cutting tools and equipment |
| 3 | Week 6 or 7 | Assemble the project<br><br>Use of epoxy glue | Use all the knowledge gained to decide how to and with what tools assemble a project<br>Use epoxy glue to assemble project, curing time and strength |
| 4 | Week 8 or 10 | Explain what a spindle machine is<br><br>Explain what a lathe is | Identify a spindle machine and what its use is<br>Identify a lathe and its chisels |
| Task | Term 4 | | |
| 1 | Week 2 or 3 | Practise safety in and around the workshop and on self<br>Plan the project<br><br>Use the correct tools to take a project apart | Dress independently in overall<br><br>Select / identify what, how, and what to do when making or repairing a project, and how to cost such a project<br>Use the correct tools to take a project apart without damaging the wood |
| 2 | Week 4 or 5 | Use a heat gun<br>Use of paint remover | Learners use the heat gun safely<br>Use paint remover safely with a mask, gloves and a scraper to |

| | | | |
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| | | | scrape off paint or varnish |
| 3 | Week 6 or 7 | Identify air compressor<br>Identify different spray guns | Identify compressor and explain how to use safely<br>Identify different spray guns and how to use and clean them safely |
| 4 | Week 8 or 10 | Apply finishing coat<br>Polish to fine gloss | Spray a finishing coat on project<br>Use a buff to put final glaze on project |

4.5 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 | **escription of competence** |
|---|---|
| 7 | utstanding achievement |
| 6 | eritorious achievement |
| 5 | ubstantial achievement |
| 4 | dequate achievement |
| 3 | oderate achievement |
| 2 | lementary achievement |
| 1 | ot 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.

### 4.6 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.

#### 4.6.1 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.

### 4.6.2 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.

## 4.7 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).