

Shuter & Shooter



COGNITIVE LEVELS OF ASSESSMENT

FET

Shuter & Shooter

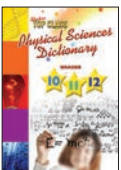
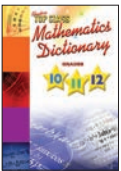
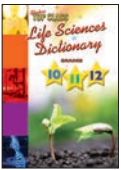
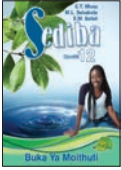
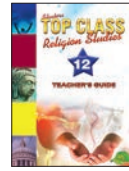
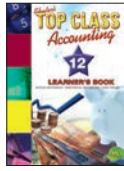
Cognitive Levels of Assessment

FET Phase



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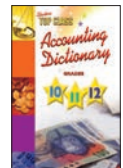
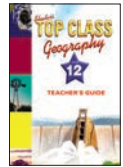
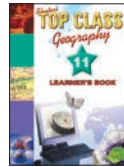
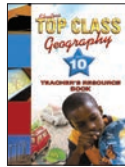
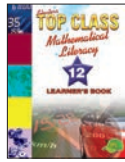
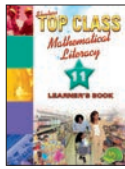
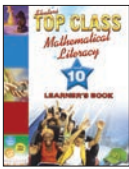
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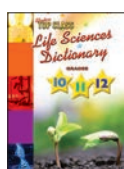
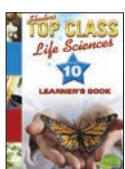
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Dear Teachers

Dear Teachers

The Department of Basic Education updated formal assessment tasks in various subjects to improve the focus on teaching and learning. Assessment needs to be carefully planned around the appropriate cognitive levels.

We have unpacked all there is to know about the changes to assessment and the use of cognitive levels in this booklet.

The amendments must be read in conjunction with the relevant Curriculum and Assessment Policy Statement for the identified subjects in the FET band.

We hope you will find this both useful and motivational.

The Shutters Team

What is Assessment?

“A systematic way of assessment used by the teacher to determine how well learners are progressing in a grade and a particular subject.”

It is a continuous process of identifying, gathering and interpreting information about the learner’s performance in a valid and reliable way. It has four steps:

1. Generating and collecting evidence of achievement.
2. Evaluating this evidence.
3. Recording the findings.
4. Using this information for improving teaching and learning.

It is an interactive process between learners and the teacher that informs the teacher how well their learners are learning what they are teaching!

Why do we assess?

- To improve learning. (What can the learner do to improve? Am I actively using assessment results to inform my teaching.)
- To determine the learner’s developmental stage and skill level. This information is used to plan for individual learners, activities and learning.
- This will help the teacher to guide, assist with and participate in the development and learning of learners.
- To provide insight to the teacher.

What are the principles of assessment?

To help learners reach their full potential, assessment should:

- Be authentic, continuous, multi-dimensional, varied and balanced
- Take into account the diverse needs of learners and the context, and therefore use various assessment strategies
- Be an integral part of the teaching and learning process, and should help you to evaluate the teaching and learning processes
- Be accurate, objective, valid, fair, manageable and time efficient
- Be based on information from several contexts, take many forms and include a range of competencies and uses
- Be bias-free and sensitive to gender, race, cultural background and abilities
- Be criterion-referenced as far as possible
- Be transparent so that learner and teacher have a clear understanding of what the expectations are for any assessment task.

What are the different types of assessment?

- **Baseline assessment** – is usually used at the beginning of a phase, grade or learning experience to establish what learners already know or what they can do. It assists teachers with the planning of learning activities or programmes.
- **Formative assessment** – is developmental. It is used by teachers to provide feedback to the learner and track whether or not the learner has progressed. It helps day-to-day teaching and learning, and may suggest ways in which learning activities can be changed to suit diverse learner's needs.
- **Summative assessment** – gives an overall picture of the achievements of a learner at a given time, for example, at the end of a term or year. Summative assessment is like a 'snapshot' of a learner's progress at a particular point in time (and formative assessment is like a 'video' of a learner's progress during the process).
- **Diagnostic assessment** – is a specific type of formative assessment. It may lead to some form of intervention, or remedial action, or revision programme. It can help to identify strengths and weaknesses of a learner, or of a teaching methodology. The results can help you to plan individual support for learners who have problems.

- **Systemic assessment** – Systemic assessment is an external way of monitoring the education system by comparing learners’ performance to national indicators of learner achievement. It involves monitoring of learner attainment at regular intervals, using nationally or provincially defined measuring instruments. This form of evaluation compares and aggregates information about learner achievements so that it can be used to assist in curriculum development and evaluation of teaching and learning. For the General Education and Training Band, systemic evaluation usually targets Grade 3, Grade 6 and Grade 9 Languages and Mathematics.

What is the difference between formal and informal assessment?

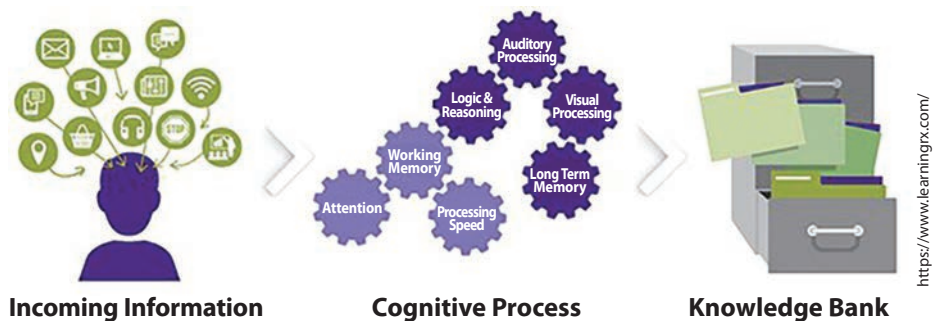
INFORMAL ASSESSMENT	FORMAL ASSESSMENT
<p>Informal, or daily assessment is the monitoring and enhancing of learner’s progress. This is done through teacher observation and teacher-learner interactions, which may be initiated by either teachers or learners.</p> <p>Informal, or daily assessment may be as simple as stopping during the lesson to observe learners or to discuss with the learners how learning is progressing. It should be used to provide feedback to the learners and teachers, close the gaps in learner’s knowledge and skills and improve teaching. Informal assessment builds towards formal assessment.</p>	<p>Formal assessment provides teachers with a systemic way of evaluating how well learners are progressing in a particular subject and in a grade. Teachers must ensure that assessment criteria are very clear to the learners before the assessment process. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Examples of formal assessments include projects, oral presentations, demonstrations, performances, tests, examinations and practical demonstrations.</p>

Assessment and Cognitive Skills

Each test and examination must cater for a range of cognitive levels.

What are Cognitive skills?

The brain uses foundational skills, called cognitive skills, to accomplish the conscious mental activities, which include thinking, reasoning, understanding and learning. Working together, these skills take incoming information and move it into the bank of knowledge we use every day at school, at work, and in life. Each of our cognitive skills plays an important part in processing new information. That means if even one of these skills is weak, no matter the information that comes our way, understanding, remembering and using that information is impacted. In fact, most learning struggles are caused by one or more weak cognitive skills.



Examples of Cognitive Learning Strategies

- Asking learners to reflect on their experiences
- Helping learners to find new solutions to problems
- Encouraging discussion about what is being taught
- Helping learners to explore and understand how ideas are connected
- Asking learners to justify and explain their thinking
- Using visualisation to improve learners' understanding and recall

Agricultural Sciences

Programme of Formal Assessment

In Grades 10 and 11 all assessment tasks are assessed internally.

Formal Assessment: Grades 10 and 11 (6 tasks)			
Term 1	Term 2	Term 3	Term 4
Task based assessment 1: 25% Control test 1: 75%	Task based assessment 2: 25% Mid-year examination: 75%	Control test 2: 100%	SBA: Weighting Task based assessment: Task based 1: 20 Task based 2: 20 Test based assessment: Control test 1: 15 marks June examination: 30 marks Control test 2: 15 marks Total: 100 Final Examination: Total: 300
100	100	100	Total progression mark: 400

Programme of Assessment: Grades 10 and 11 (6 tasks)						
Assessment Tasks						
	SBA				End-of-year assessment	
Percentage allocated	25%				75%	
Forms of assessment	Practical Investigation	Research project/ Assignment	Controlled tests		Mid-year examinations	November examinations
Number of pieces	1	1	2		1	1 Paper 1 and 2
Marks	20	20	15	15	30	150 150
Sub totals	100				300	
Grand total	400					

Agricultural Sciences Cognitive Development Levels

Level	Cognitive Levels	Percentage
1	Knowledge	40
2	Comprehension and Application	40
3	Analysis, evaluation and synthesis	20

The verbs used in examinations/test questions

Level	Verb	Explanation
1	Identify	Name the essential characteristics
1	Label	Identify on a diagram or drawing
1	List	Write a list of items, with no additional detail
1	Mention	Refer to relevant points
1	Name	Give the name (proper noun) of something
1	State	Write down information without discussion
1	Tabulate	Draw a table and indicate the answers as direct pairs
2	Calculate	This means a numerical answer is required – in general, you should show your working, especially where two or more steps are involved
2	Classify	Group things based on common characteristics
2	Define	Give a clear meaning
2	Describe	State in words (using diagrams where appropriate) the main points of a structure/process/phenomenon/investigation
2	Differentiate	Use differences to qualify categories
2	Discuss	Consider all information and reach a conclusion
2	Explain	Make clear; interpret and spell out
3	Analyse	Separate, examine and interpret
3	Compare	Point out or show both similarities and differences between things, concepts or phenomena
3	Determine	To calculate something, or to discover the answer by examining evidence
3	Suggest	Offer an explanation or a solution

To judge the level of difficulty of each examination/test question, you need to consider the demands that each question makes on the cognitive schema of an average learner and the intrinsic difficulty of the question or task. To make this judgment, you need to identify where the difficulty or ease in a question resides.

1	2	3
Easy for the average learner to answer.	Moderately challenging for the average learner to answer.	Difficult for the average learner to answer.

Accounting

Programme of Formal Assessment

The requirements (number and nature of tasks) for Accounting are indicated below:

Grade 10

Assessment	Term 1		Term 2		Term 3		Term 4		Total
	Presentation	Test	Project	Mid-year Examination	Case study	Test	Year mark	Final examination	
Marks	50	100	50	1 paper 2 ½ hours 200	50	100		2 papers 2 hours each 2 x 150 = 300	
Convert to mark out of:	10 (50 ÷ 5)	20 (100 ÷ 5)	20 (50 ÷ 2.5)	20 (200 ÷ 10)	10 (50 ÷ 5)	20 (100 ÷ 5)	100	300	400
Term weighting	25	75	25	75	25	75			

Grade 11

Assessment	Term 1		Term 2		Term 3		Term 4		Total
	Presentation	Test	Project	Mid-year Examination	Case study	Test	Year mark	Final examination	
Marks	50	100	50	2 papers 2 hours each 2 x 150 = 300	50	100		2 papers 2 hours each 2 x 150 = 300	
Convert to mark out of:	10 (50 ÷ 5)	20 (100 ÷ 5)	20 (50 ÷ 2.5)	20 (300 ÷ 15)	10 (50 ÷ 5)	20 (100 ÷ 5)	100	300	400
Term weighting	25	75	25	75	25	75			

Tests

Two tests, written under controlled conditions, are prescribed for Grades 10-11. These tests should adhere to the following:

- they must be completed by all classes in the same grade on the same day;
- all learners write the same test, which is completed under examination conditions;
- questions must comply with year-end examination standards;
- where there is more than one teacher, agreement must be reached on the scope, as well as the date and time of the test;
- duration of each of these tests should be one and half hours for 100 marks;
- tests should cover the different cognitive levels as in examinations. See table on cognitive levels below.

Examinations

The following guidelines should be considered when constructing examinations:

- **Content**

Content stipulated specifically for the grade	80%
Content stipulated in previous grades which impacts on assessment in subsequent grades	20%

- **Problem-solving**

Approximately 10% to 15% of all examinations should address problem-solving questions using critical and creative thinking. These include the solving of real-life problems within the context of the Accounting curriculum.

Accounting Cognitive Development Levels

- Remembering
- Understanding
- Applying
- Analysing
- Evaluating
- Creating

Basic thinking skills (e.g. factual recall, low level comprehension and low-level application)	30%
Moderately high thinking skills (e.g. more advanced application, interpretation and low-level analysis)	40%
Higher-order thinking skills (e.g. advanced analytical skills, evaluation and creative problem-solving)	30%

Cognitive levels	Degrees of difficulty		
Basic thinking skills	Easy	Moderate	Difficult
Moderately high thinking skills	Easy	Moderate	Difficult
Higher-order thinking skills	Easy	Moderate	Difficult
Overall difficulty weighting:	30%	40%	30%

Mid-year examinations

Below is an outline of the structure of the mid-year examinations in each of the grades.

* In proportion to time devoted to each topic					
Implementation date		Paper	Time	Marks	Topics*
Grade 10	2018	One paper	2 ½ hours	200	As indicated in ATP
Grade 11	2019	Paper 1	2 hours	150	Discipline 1
		Paper 2	2 hours	150	Discipline 2

NB.: The two papers must be written on two separate days.

Final examination

Grades 10 and 11 should write two papers each of two hours and 150 marks as a final examination.

* In proportion to time devoted to each topic					
Implementation date		Paper	Time	Marks	Topics*
Grade 10	2018	Paper 1	2 hours	150	Discipline 1
		Paper 2	2 hours	150	Discipline 2
Grade 11	2019	Paper 1	2 hours	150	Discipline 1
		Paper 2	2 hours	150	Discipline 2

NB.: The two papers must be written on two separate days.

First Additional Languages

Overview of the Programme of Assessment requirements Grades 10-11

Programme of Assessment			
Tasks per Term			End-of-year examinations
Term 1: 1 Written test + 2 Tasks	Term 2: 2 Tasks + 1 Mid-year-examination comprising: 2 Papers: Paper 1 – Language in context Paper 2 – Literature	Term 3: 2 Tasks	Term 4: 1 Internal end-of-year examination comprising: 3 Papers: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing + Paper 4 – Oral
Term mark (Terms 1-3) <ul style="list-style-type: none"> Each term, add totals for each task and convert to % for term mark. 			
Promotion mark: <ul style="list-style-type: none"> Add totals for tasks from term 1 to term3, excluding oral marks, and convert to 25%. Convert Paper 1 to 20% Convert Paper 2 to 17,5% Convert Paper 3 to 25% Add totals for oral tasks throughout the year and convert to 12,5% (Paper 4). 			

Programme of Formal Assessment

Formal assessment tasks in Term 1		
Task 1	Task 2	Task 3
Oral (10 marks) Listening for comprehension	Writing (50 marks) Essay: Grade 10: Narrative/ descriptive/discursive Grade 11: Narrative/ descriptive/discursive/ argumentative/reflective	**Test 1 (40 marks) Language in context: Comprehension and Summary

Formal assessment tasks in Term 2		
Task 4	Task 5	Task 6
Oral (20 marks) Prepared speech	Literature (35 marks) Assignment	Mid-year-examinations (150 marks) Paper 1: Language in context (80 marks) – 2 hours Paper 2: Literature (70 marks) – 2 ½ hours

Formal assessment tasks in Term 3	
Task 7	Task 8
Oral (20 marks) Prepared reading aloud/unprepared speech/ informal speaking in group	Writing (30 marks) Longer transactional writing: friendly/formal letters (request/compliant/application/ business)/formal and informal letters to the press/curriculum vitae and covering letter/ obituary/agenda and minutes of meeting/ report/review/newspaper article/ magazine article/dialogue/interview/email
Evidence must be available of informal assessment of writing activities: essays, longer and shorter transactional texts in each term according to the requirements of the Teaching Plans.	

Formal assessment tasks in Term 4
Task 9
End-of-year examinations Paper 1 – Language in context (80) – 2 hours Paper 2 – Literature (70) – 2 ½ hours Paper 3 – Writing (100) – 2 ½ hours Paper 4 – *Orals (50)

***Oral:** Learners should do one prepared speech task (Task 4), one listening comprehension task (Task1) and one other (Task 7), e.g. prepared reading aloud/ unprepared speech/ informal speaking in group work during the year.

****Test 1** could be set out of **40 marks** or, if more, should be **converted to 40 marks**. While the Comprehension and Summary combination is suggested, teachers are urged to design a combination of aspects that fit the character (test programme, time allocation, etc.) of the school.

A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45-60 minutes, and should reflect the different cognitive levels as set out for exam papers.

First Additional Language Cognitive Development Levels

Cognitive levels	Activity	Percentage of task
<p>Literal (Level 1)</p>	<p>Questions that deal with information explicitly stated in the text.</p> <ul style="list-style-type: none"> • Name the things/people/places/elements ... • State the facts/reasons/points/ideas ... • Identify the reasons/persons/causes ... • List the points/facts/names/reasons ... • Describe the place/person/character ... • Relate the incident/episode/experience ... <p>Questions that require analysis, synthesis or organisation of information explicitly stated in the text.</p> <ul style="list-style-type: none"> • Summarise the main points/ideas/pros/cons/ ... • Group the common elements/factors ... • State the similarities/differences ... • Give an outline of ... 	<p>Levels 1 and 2: 40%</p>
<p>Inference (Level 3)</p>	<p>Questions that require learners to interpret messages that are not explicitly stated by linking information from different parts of the text or relating clues in the text to their prior knowledge or experience and drawing conclusions.</p> <ul style="list-style-type: none"> • Explain how the main idea links with theme/message ... • Compare the ideas/attitudes/actions ... • What is the writer's (or character's) intention/ attitude/motivation/reason ... • Explain the cause/effect of ... • What does an action/comment/attitude (etc.) reveal about the narrator/writer/ character ... • How does the metaphor/simile/image affect your understanding ... • What, do you think, will be the outcome/effect (etc.) of an action/situation ... 	<p>Level 3: 40%</p>

<p>Evaluation (Level 4)</p>	<p>These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values.</p> <ul style="list-style-type: none"> • Do you think that what transpires is credible/realistic/ possible ...? • Is the writer's argument valid/logical/conclusive ...? • Discuss/Comment critically on the action/intention/ motive/attitude/suggestion/ implication ... • Do you agree with the view/statement/observation/ interpretation? • In your view, is the writer/narrator/character justified in suggesting/advocating that ... (Substantiate your response/Give reasons for your answer.) • Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer. • What does a character's actions/attitude(s)/motives ... show about him/her in the context of universal values? • Discuss critically/Comment on the value judgements made in the text 	<p>Levels 4 and 5: 20%</p>
<p>Appreciation (Level 5)</p>	<p>These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery).</p> <ul style="list-style-type: none"> • Discuss your response to the text/incident/ situation/conflict/ dilemma ... • Do you empathise with the character? What action/decision would you have taken if you had been in the same situation? • Discuss/Comment on the writer's use of language ... • Discuss the effectiveness of the writer's style/introduction/conclusion/imagery/ metaphors/use of poetic techniques/literary devices ... 	

Home Languages

Overview of the Programme of Assessment requirements Grades 10-11

Programme of Assessment			
Tasks per Term			End-of-year examinations
Term 1: 1 Written test + 3 Tasks	Term 2: 2 Tasks + 1 Mid-year-examination comprising: 2 Papers: Paper 1 – Language in context Paper 2 – Literature	Term 3: 1 Literature Assignment + 1 Task	Term 4: 1 Internal end-of-year examination comprising: 3 Papers: Paper 1 – Language in context Paper 2 – Literature Paper 3 – Writing + Paper 4 – Oral
Term mark (Terms 1-3) <ul style="list-style-type: none"> Each term, add totals for each task and convert to % for term mark. 			
Promotion mark: <ul style="list-style-type: none"> Add totals for tasks from term 1 to term3, excluding oral marks, and convert to 25%. Convert Paper 1 to 17,5% Convert Paper 2 to 20% Convert Paper 3 to 25% Add totals for oral tasks throughout the year and convert to 12,5% (Paper 4). 			

Programme of Formal Assessment

Formal assessment tasks in Term 1			
Task 1	Task 2	Task 3	Task 4
*Oral (15 marks) Listening for comprehension	Writing (25 marks) Transactional writing: friendly/ formal letters (request/ compliant/application/business)/ formal and informal letters to the press/curriculum vitae and covering letter/obituary/agenda and minutes of meeting/report/ review/newspaper article/ magazine/article/dialogue/ interview/ email	*Oral (15 marks) Unprepared speech	**Test 1 (35 marks) Language in context: Comprehension Summary Language structures and conventions

Formal assessment tasks in Term 2		
Task 5	Task 6	Task 7
Writing (50 marks) Essay: Grade 10: Narrative/ descriptive/discursive Grade 11: Narrative/ descriptive/discursive/ argumentative/reflective	*Oral (10 marks) Unprepared reading aloud/ Prepared speech	Mid-year-examinations (150 marks) Paper 1: Language in context (70 marks) – 2 hours Paper 2: Literature (80 marks) – 2 ½ hours

Formal assessment tasks in Term 3	
Task 8	Task 9
Literature (35 marks) Assignment/Project	*Oral (10 marks) Prepares speech

Formal assessment tasks in Term 4
Task 10
End-of-year examinations Paper 1 – Language in context (70) – 2 hours Paper 2 – Literature (80) – 2 ½ hours Paper 3 – Writing (100) – 3 hours Paper 4 – *Orals (50)

***Oral:** For formal assessment: Learners should do one listening for comprehension (Task 1), one unprepared speech (Task 3), and either two prepared speeches OR one prepared speech and one unprepared reading aloud (Task 6 and Task 9).

****Test 1** could be set out of **35 marks** or, if more, should be **converted to 35 marks**. While the Comprehension, summary, language structures and conventions combination is suggested, teachers are urged to design a combination of aspects that fit the character (test programme, time allocation, etc.) of the school.

A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45–60 minutes, and should reflect the different cognitive levels as set out for exam papers.

Home Language Cognitive Development Levels

Cognitive levels	Activity	Percentage of task
<p>Literal (Level 1)</p>	<p>Questions that deal with information explicitly stated in the text.</p> <ul style="list-style-type: none"> • Name the things/people/places/elements • State the facts/reasons/points/ideas ... • Identify the reasons/persons/causes ... • List the points/facts/names/reasons ... • Describe the place/person/character ... • Relate the incident/episode/experience ... 	<p>Levels 1 and 2: 40%</p>
<p>Reorganisation (Level 2)</p>	<p>Questions that require analysis, synthesis or organisation of information explicitly stated in the text.</p> <ul style="list-style-type: none"> • Summarise the main points/ideas/pros/cons/ ... • Group the common elements/factors ... • State the similarities/differences ... • Give an outline of ... 	<p>Level 3: 40%</p>
<p>Inference (Level 3)</p>	<p>Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience.</p> <ul style="list-style-type: none"> • Explain the main idea ... • Compare the ideas/attitudes/actions ... • What is the writer's (or character's) intention / attitude/ motivation/ reason ... • Explain the cause/effect of ... • What does an action/comment/attitude, etc. reveal about the narrator/ writer/character ... • How does the metaphor/simile/image affect your understanding ... • What, do you think, will be the outcome/effect, etc. of an action/a situation ... 	<p>Level 3: 40%</p>

<p>Evaluation (Level 4)</p>	<p>These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values.</p> <ul style="list-style-type: none"> • Do you think that what transpires is credible/realistic/ possible ...? • Is the writer's argument valid/logical/conclusive ... • Discuss/Comment critically on the action/ intention/ motive/ attitude/suggestion/ implication ... • Do you agree with the view/statement/observation/ interpretation that... • In your view, is the writer/narrator/character justified in suggesting/ advocating that ... (Substantiate your response/Give reasons for your answer) • Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer. • What does a character's actions/attitude(s)/motives ... show about him/her in the context of universal values? • Discuss critically/Comment on the value judgements made in the text. 	<p>Levels 4 and 5: 20%</p>
<p>Appreciation (Level 5)</p>	<p>These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery). Discuss your response to the text/incident/situation/ conflict/dilemma.</p> <ul style="list-style-type: none"> • Do you empathise with the character? What action/decision would you have taken if you had been in the same situation? • Discuss/Comment on the writer's use of language ... • Discuss the effectiveness of the writer's style/ introduction/ conclusion/imagery/ metaphors/use of poetic techniques/ literary devices ... 	

Geography

Overview of the Programme of Formal Assessment requirements Grades 10-11

Grade	Formal Assessment	SBA Weighting (25%)	Final Exam (75%)	Total
10	Essay Mapwork task 2 Controlled tests Mid-year examination	1 x 20 = 20 1 x 20 = 20 2 x 20 = 40 1 x 20 = 20 200		400
	End-of-year examination		Paper 1 = 120 (2 x 60) 30 (1 x 30) Total: 150 Paper 2 = 120 (2 x 60) 30 (1 x 30) Total: 150	
		100	+ 300	
11	Research Mapwork task 2 Controlled tests Mid-year examination	1 x 20 = 20 1 x 20 = 20 2 x 20 = 40 1 x 20 = 20 100		400
	End-of-year examination		Paper 1 = 120 (2 x 60) 30 (1 x 30) Total: 150 Paper 2 = 120 (2 x 60) 30 (1 x 30) Total: 150	
		100	+ 300	

Programme of Formal Assessment

The total mark for each grade in FET is weighted as follows:

- year mark 25%; and
- fourth term examination 75%.

Term	Assessment no	Type of assessment	Grade 10			Grade 11		
			Raw mark	Term weighting	SBA weighting	Raw mark	Term weighting	SBA weighting
1	1	Controlled test	60	75%	20	60	75%	20
	2	Essay (Gr. 10) Research (Gr. 11)	100	25%	20	100	25%	20
2	3	Mapwork	60	25%	20	60	25%	20
	4	Mid-year examination	150	75%	20	150	75%	20
3	5	Test	60	100%	20	60	100%	20
Year mark								100

4	6	End-of-year examinations (Paper 1 and 2)	300
		<i>Total Assessment</i>	400
		<i>Percentage</i>	100%

Examples of possible assessment activities:

Type of task	Assessment options or combination of options
Assessment 1 Mapwork task (Grade 10-12)	<ul style="list-style-type: none"> • Reading, analysing and interpreting topographical and orthophoto maps • Reading, analysing and interpreting different types of photographs • Reading and interpreting sketch maps • Conducting field work, recording and interpreting findings • Making sketches of features or patterns • Applying a variety of relevant GIS techniques
Assessment 2 Essay writing (Grade 10) Research (Grade 11 and 12)	<ul style="list-style-type: none"> • Analysing and synthesising information from different sources • Conducting field work, recording and interpreting findings • Using and analysing case studies • Applying a variety of relevant GIS techniques • Evaluating arguments, expressing and/or supporting or disagreeing with a point of view with substantiation

NB. Data Handling should be integrated in all the other formal assessment tasks

1. Assessment Tasks (Essay/Research and Mapwork)

Geographical competencies that may be assessed in formal assessment tasks:

- reading, analysing and interpreting maps, photographs and satellite images;
- drawing, analysing and interpreting graphs;
- drawing and labelling sketch maps;
- labelling diagrams;
- using models;
- working with a variety of data;
- analysing and synthesising information from different sources;
- conducting fieldwork, recording and interpreting findings
- working with concepts, data, procedures related to GIS;
- conducting and writing up research;
- writing paragraphs and essays; and
- evaluating arguments and expressing and supporting a point of view.

2. Controlled Tests

A controlled test should:

- be 60 marks and 60 minutes long.
- cover work of about four to six weeks.
- include a variety of assessments skills and techniques
 - multiple choice questions
 - matching columns one line answers
 - written paragraphs
 - labelling diagrams
 - doing calculations
 - working with data.

Tests (including other formal assessment tasks) should cater for a range of cognitive levels as indicated above.

3. Examinations

Grade 10

TWO papers of 150 marks each; Paper 1 (The Atmosphere, Geomorphology and Mapwork) – Paper 2 (Population, Water Resources and Mapwork) cater for a range of cognitive levels.

Grade 10	One paper only
Mid-year	Mark allocation: 150 Time allocation: 3 hours
	Question 1 The Atmosphere 60 marks Short objective questions (15 marks) 3 sub-questions of 15 marks each on The Atmosphere NB. ONE paragraph question of 8 marks in any of the three sub-questions Question 2 Geomorphology 60 marks Short objective questions (15 marks) 3 sub-questions of 15 marks each on Geomorphology NB. ONE paragraph question of 8 marks in any of the three sub-questions Question 3 Mapwork 30 marks Map Skills and Calculations (10 marks) Map Interpretation (12 marks) GIS (8 marks)

Grade 11

TWO papers of 150 marks each; Paper 1 (The Atmosphere, Geomorphology and Mapwork) – Paper 2 (Development Geography, Resources and Sustainability, and Mapwork).

End-of-year	Paper 1	Paper 2
	Mark allocation: 150 Time allocation: 3 hours	Mark allocation: 150 Time allocation: 3 hours
	<p>Question 1 The Atmosphere 60 marks Short objective questions (15 marks) 3 sub-questions of 15 marks each on The Atmosphere NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p>Question 2 Geomorphology 60 marks Short objective questions (15 marks) 3 sub-questions of 15 marks each on Geomorphology NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p>Question 3 Mapwork 30 marks Map Skills and Calculations (10 marks) Map Interpretation (12 marks) GIS (8 marks)</p>	<p>Question 1 Population Geography 60 marks Short objective questions (15 marks) 3 questions of 15 marks each on Development Geography and Urban Settlement NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p>Question 2 Water Resources 60 marks Short objective questions (15 marks) 3 questions of 15 marks each on Resources and Sustainability of South Africa NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p>Question 3 (Mapwork) 30 marks Map Skills and calculations (10 marks) Map interpretation (12 marks) GIS (8 marks)</p>

Format of examinations in Grades 11

Grade 11	One paper only
Mid-year	<p>Mark allocation: 150 Time allocation: 3 hours</p> <p>Question 1 The Atmosphere 60 marks Short objective questions (15 marks) 3 sub-questions of 15 marks each on The Atmosphere NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p>Question 2 Geomorphology 60 marks Short objective questions (15 marks) 3 sub-questions of 15 marks each on Geomorphology NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p>Question 3 Mapwork 30 marks Map Skills and Calculations (10 marks) Map Interpretation (12 marks) GIS (8 marks)</p>

End-of-year	Paper 1	Paper 2
	Mark allocation: 150 Time allocation: 3 hours	Mark allocation: 150 Time allocation: 3 hours
	<p>Question 1 The Atmosphere 60 marks Short objective questions (15 marks) 3 sub-questions of 15 marks each on The Atmosphere NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p>Question 2 Geomorphology 60 marks Short objective questions (15 marks) 3 sub-questions of 15 marks each on Geomorphology NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p>Question 3 Mapwork 30 marks Map Skills and Calculations (10 marks) Map Interpretation (12 marks) GIS (8 marks)</p>	<p>Question 1 Development Geography 60 marks Short objective questions (15 marks) 3 questions of 15 marks each on Development Geography and Urban Settlement NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p>Question 2 Resources and Sustainability 60 marks Short objective questions (15 marks) 3 questions of 15 marks each on Resources and Sustainability of South Africa NB. ONE paragraph question of 8 marks in any of the three sub-questions</p> <p>Question 3 (Mapwork) 30 marks Map Skills and calculations (10 marks) Map interpretation (12 marks) GIS (8 marks)</p>

Geography Cognitive Development Levels

Grade	Lower order (Knowledge/ Remembering)	Middle order (Understanding, Applying)	Higher order (Analysing, Evaluating, Creating)
10	40%	40%	20%
11	30%	50%	20%

History

Programme of Formal Assessment and weighting of tasks

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

		Grade 10				Grade 11			
Term	Assessment no	Type of assessment	Raw mark	Term weighting	SBA weighting	Raw mark	Term weighting	SBA weighting	
1	1	Source-based or Essay task (1 hour)	50	25%	10	50	25%	10	
	2	Standardised test, which includes a source-based question and an essay (2 hours)	100	75%	20	100	75%	20	
2	3	Heritage investigation or Oral History with a research component (Gr 10) Research or Oral History task (Gr 11)	50	25%	20	50	25%	20	
	4	Mid-year examination (2 hours)	100	75%	20	150	75%	20	
3	5	Essay or Source-based task (1 hour)	50	25%	10	50	25%	10	
	6	Standardised test, which includes a source-based question and an essay (2 hours)	100	75%	20	100	75%	20	
Year mark									100

4	7	End of year examination (Gr 10)	150 (convert to 300)
		End of year examination (Paper 1 and Paper 2) (Gr 11)	300
		<i>Total Assessment</i>	400
		<i>Percentage</i>	100%

Examinations

Grade 10

The suggested format for Grade 10 examinations is as follows.

Examination	Marks
Grade 10: One two hour (2) paper mid-year: Two questions to be answered. Each question counts 50 marks. Learners must answer one essay and one source-based question.	100
One three-hour paper at the end of the year: Learners will be required to answer three out of four questions. Each question counts 50 marks. Learners must answer one source-based, one essay and one other question (either essay or source-based). Topics for the papers will be selected by the teachers. Topics examined in June need not be repeated for examinations at the end of the year.	150

Grade 11

The suggested format for Grade 11 examinations is as follows.

Examination	Marks
Grade 11: One paper mid-year: One three-hour paper consisting of at least three questions. Each question counts 50 marks. Learners answer three questions.	150
Two papers at the end of the year: The Grade 11 papers will consist of two papers of three hours each. The mark allocation will be 150 for each of the question papers. Questions are set on all sections. Three questions must be answered in each paper. Paper 1: 150 marks. Each question counts 50 marks. Paper 2: 150 marks. Each question counts 50 marks. In each of the papers, learners must answer one source-based question, one essay question and one other question.	300

History Cognitive Development Levels

Formal assessment must cater for a range of cognitive levels and abilities of learners, as shown below:

Cognitive levels Grades 10 – 12

Cognitive levels	Historical skills	Weighting of questions	Typical questions
Level 1	<ul style="list-style-type: none"> Extract evidence from sources Selection and organisation of relevant information from sources Definition of historical concepts 	Grade 12 30% (15)	<ul style="list-style-type: none"> What information in the source tells you about...? Quote evidence from the source... List reasons from the source... Mention / Name... Identify ... What, according to the source,
		Grade 11 30% (15)	
		Grade 10 40% (20)	
Level 2	<ul style="list-style-type: none"> Explanation of historical concepts/terms (in the context of ...) Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from sources 	Grade 12 40% (20)	<ul style="list-style-type: none"> What do you understand by the term...? What message does the cartoonist convey regarding ...? Explain in your own words ... Why do you think...? Comment on...
		Grade 11 50% (25)	
		Grade 10 40% (20)	

Level 3	<ul style="list-style-type: none"> Interpret and evaluate evidence from sources Engage with sources to determine its usefulness, reliability, bias and limitations Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions Interpretation, evaluation and synthesis of evidence from relevant sources (paragraph writing) 	Grade 12 30% (15)	<ul style="list-style-type: none"> Explain to what extent the evidence in Source 1A... Compare the evidence in Sources 2A and 2B and explain how you would account for the differences... Comment on the usefulness/ limitations/ reliability of the information in Sources 3C and 3D... Using the relevant information from the sources and your own knowledge...
		Grade 11 20% (10)	
		Grade 10 20% (10)	

	Level 1	Level 2	Level 3
Grade 10	40%	40%	20%
Grade 11	30%	50%	20%
Grade 12	30%	40%	30%

Using the Cognitive Levels to set source based questions.

Question 1

The scaffolding of questions should be from simple to complex (level 1 to level 3).

This is how Source – Based questions should be arranged:

1. Study Sources 1A, 1B, 1C and 1D to answer the questions that follow:

1.1 Refer to Source 1A.

1.1.1

1.1.2

1.2 Consult Source 1B.

1.2.1

1.2.2

1.3 Read Source 1C.

1.3.1

1.3.2

1.4 Use Source 1D.

1.4.1

1.4.2

LEVEL 1 Questions can be formulated as follows:

- What information in the source tells you about...?
- Quote evidence from the source...
- Give reasons from the source....
- Mention / Name...
- Identify ...
- What, according to the source,?

LEVEL 2 Questions can be formulated as follows:

- Explain the concept in the context of...?
- What message does the cartoonist convey regarding ...?

- Explain in your own words ...
- Why do you think...?
- Comment on...

LEVEL 3 Questions can be formulated as follows:

- Explain to what extent the evidence in Source 1A...
- Compare the evidence in Sources 2A and 2B and explain how you would account for the differences/ similarities
- Explain the usefulness/ limitations/ reliability/ validity/ justification of the Source ... regarding ...
- Using the relevant information from the sources and your own knowledge write a paragraph...

Life Orientation

Programme of Formal Assessment

Grades 10 and 11

Term	Assessment task	Marks per term		Year %
		Recording	Reporting	Weighting
1	Written task	80	100	22.5%
	PET	10		2.5%
2	Mid-year examination	100	100 (120 ÷ 120 × 100)	20%
	PET	20 (10 × 2)		5%
3	Project	80	100	22.5%
	PET	10		2.5%
4	Final examinations	100	100	25%
	Total	400	400	100%

Formal assessment

- All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal assessment.
- All formal assessment tasks are subject to moderation to ensure that appropriate standards are maintained.
- The forms of assessment used should be age and development level appropriate.

Five tasks per grade:

- Two examinations
- One project
- One written task and
- Physical Education Task (PET)

A minimum of ONE informal task should be given per week.

The five internal formal tasks make up 100% of the total mark out of 400 for Grades 10 and 11. In group work, learners will work as a team to complete the task, however, marks **must be allocated to individual learners.**

Outline of Examinations for Grades 10-11

The outline below will be followed when setting Life Orientation examination papers for Grades 10-11. The paper will consist of three sections. Total for examination: **100 marks**

Examinations must include 10% content relating to Physical Education.

Section A: 20 marks	Section B: 40 marks	Section C: 40 marks
All questions are compulsory	All questions are compulsory	Learners will answer two 20 mark questions out of three
Mark allocation for the questions should range between 1-2 marks. The questions have to be a combination of two or more types of questions ranging from: Multiple choice Fill in the blanks True or false with a justification Matching columns One word answers It may also include questions that require short explanations, definitions or a phrase	Learners will answer TWO 20 mark questions. Short open-ended questions could be: Scenario-based, source-based, case study, cartoons, illustrations, graphs etc. Learners should display, present and apply knowledge and skills gained from the Life Orientation content. Learners should demonstrate an understanding of real-life issues affecting the youth and society at large.	Questions will predominantly focus on the application of knowledge and skills. Learners will explain/ unravel, solve problem/s, make decisions, give advice, evaluate, recommend strategies, make conclusions. Each question will focus on a specific topic or an integration of content. A short text/ diagram/ data/ graphs/ cartoons can be provided as a stimulus.
<p>Note. Information provided in the texts have to be current, up-to-date, age-appropriate, learner-friendly and devoid of racial, cultural, religious, sexual orientation and gender stereotyping. Each section will include questions at lower, middle and higher cognitive levels. A marking memorandum or marking guideline <u>must</u> be used to assess learner performance. Provision must be made in the marking memorandum or guideline for additional answers as well as the learners' own interpretation of questions. A marking grid indicating the cognitive levels of Bloom's taxonomy levels 1-6 must be provided.</p>		

Life Orientation Cognitive Development Levels

Formal assessments in Life Orientation must cater for a range of cognitive levels and abilities of learners as follows:

Weighting	Cognitive level	Bloom's taxonomy
30%	Lower order	Levels 1 and 2
40%	Middle order	Levels 3 and 4
30%	Higher order	Levels 5 and 6

A list of verbs for the different cognitive levels:

L1 and L2		L3 and L4		L5 and L6	
Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Exhibit memory of previously learned material by recalling facts, basic concepts; and answers.	Demonstrate understanding of facts and ideas by: organising, comparing, translating, interpreting, giving descriptions and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts techniques and rules in a different way.	Examine and break information into parts by identifying reasons or causes. Make inference and find evidence to support generalisations.	Present and defend opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing an alternative solution.
Choose Define Find How List Match Name Relate Select What When Where Which Who Why	Classify Compare Contrast Explain Illustrate Outline Summarise Infer Relate Show Demonstrate	Apply Choose Develop Identify Interview Construct Report Change Conclude Demonstrate Discuss Explain Illustrate Interpret Report Review Summarise Tell Prepare Show	Analyse Assume Categorise Classify Compare Contrast Conclude Distinguish Examine Infer	Apply Appraise Assess Compare Conclude Consider Critique Decide Defend Determine Evaluate Explain Interpret Judge Justify Recommend Support Argue	Change Choose Combine Compile Compose Construct Create Develop Elaborate Imagine Improve Plan Predict Propose Solve Support Produce

Religion Studies

In Grades 10 and 11, **FOUR TASKS** are undertaken during the year and make up 25% of the total mark for Religion Studies, while the **FIFTH task** is the end-of-year examination, will make up the remaining 75%.

Programme of Formal Assessment

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout the school year.

The weighting of marks for the FOUR internal formal assessment tasks for Grades 10 and 11 for Religion Studies is as follows:

When recording and reporting on learner performance in Religion Studies, the following marks are applicable per term.

Term	Assessment task	Mark per term		Year %
		Recording	Reporting	
1	Written task	100	100	600/6 = 100 (SBA)
2	Mid-year examination	300	100	
3	Project	100	100	
	Test	100		
4	School-based assessment (SBA)	100		25%
	End of year examination	300		75%
Total for end of year		400		100%

Examinations

Grade 10 Examination: Mid-year and end-of-year

One two-hour paper: 150 marks x 2 = 300

In Grade 10 Religion Studies examination a learner will be required to answer **THREE** questions.

The question paper will comprise **ONE** compulsory question (50 marks) and **TWO** questions of 50 marks each.

The outline below will be followed when setting the Religion Studies examination paper for Grade 10. The paper will consist of **TWO** sections.

Section A is compulsory (50 marks)

The questions have to be a combination of two or more types of questions ranging from:

- Multiple choice
- Fill in the blanks
- True or false with reasons
- Matching columns
- One-word answers
- It may also include questions that require short explanations, definitions or brief descriptions

Section B: Choose TWO out of THREE or FOUR questions

Each question will consist of 50 marks: 30 for source based and 20 for extended writing.

Learners will answer a scenario-based, source-based, case study or short open-ended questions. Answers will range from short responses to paragraphs. **A short text/diagram/data/graphs/ may be provided as a stimulus.** (30 marks)

The **extended writing piece** will require learners to use their own knowledge and information to produce an essay. **(20 marks)**

Section A: 50 marks + Section B 100 = 150

Grade 11 Examination: Mid-year and end-of-year

TWO 2 HOUR PAPERS: 150 + 150 = 300

Paper 1: 150 Marks

Paper 1 Topics to be covered:

Topic		Grade 11
1.	Variety of religions	<ul style="list-style-type: none">• Main developments of religions• Important concepts• Approaches aimed at inter-religious dialogue
2.	Common features of religion as a generic and unique phenomenon	<ul style="list-style-type: none">• Symbols• Concepts: faith, worship, prayer, meditation, mysticism, spirituality and the artistic expression of religion• Types of rituals and their role in religions
3.	Topical issues in society	<ul style="list-style-type: none">• Religion and politics• Co-responsibility and co-operation of religions
4.	Research into and across religions	<ul style="list-style-type: none">• Interviews on gender issues

A learner will be required to answer three questions: one compulsory question and a choice of two out of three to four questions of 50 marks each.

Paper ONE is divided into Section A and Section B

Section A is compulsory (50 marks)

The questions have to be a combination of two or more types of questions ranging from:

- Multiple choice
- Fill in the blanks
- True or false with reasons
- Matching columns
- One-word answers
- It may also include questions that require short explanations, definitions or brief descriptions

Section B: Choose two out of three or four questions 50 marks each.

Learners will answer a scenario-based, source-based, case study or short open-ended questions. Answers will range from short responses to paragraphs. **A short text/diagram/data/graphs/ may be provided as a stimulus.**

Paper 2: 150 marks

Topics to be covered in Paper 2:

Topic		Grade 11
1.	Variety of religions	<ul style="list-style-type: none">• The mutual interdependence of religion and social factors• Influence and adaptation between religions• Approaches aimed at inter-religious dialogue
2.	Common features of religion as a generic and unique phenomenon	<ul style="list-style-type: none">• Theories about religion• The nature and role of narrative and myth in religion
3.	Topical issues in society	<ul style="list-style-type: none">• Religion and the state• How religious beliefs influence the development of state policies and practices• Religions and the natural environment
4.	Research into and across religions	<ul style="list-style-type: none">• Interviews on gender issues• Relaxation and leisure from an ethical point of view

Three focused extended writing questions (choice of three out of four to five questions): 50 marks each

- Questions will focus on analysing and interpreting generic issues pertaining to religions.
- Learners are expected to present a position on an issue/or issues from a specific religious perspective and to argue/critique this position.
- A source can be included to act as a stimulus.

Test

One 1 hour 30 minutes paper: 100 marks

Religion studies test will consist of three questions

SECTION A:

Compulsory (30 marks)

SECTION B:

Learners will answer a short-source based questions (30 marks) and extended writing (40 marks).

Religion Studies Cognitive Development Levels

Weighting	Cognitive level	Bloom's taxonomy
30%	Recall (knowledge)	Levels 1 and 2
40%	Comprehension	Levels 3 and 4
30%	Analysis, application, evaluation, synthesis	Levels 5 and 6

Physical Sciences

Requirements for practical work

In Grade 10 to 12 learners will do TWO experiments for formal assessment (ONE Chemistry and ONE Physics experiment). One experiment must be done in term 1 and another one in term 3. This gives a total of **TWO formal assessments** in practical work in Physical Sciences in each of Grades 10 to 12.

It is recommended that for informal assessment all learners (from Grade 10 to Grade 12) do TWO experiments (ONE Chemistry and ONE Physics experiment). Grades 10 and 11 learners should also do a project as part of informal assessment.

Practical work for Grades 10-12

Practical work	Grade 10	Grade 11	Grade 12
Experiments for formal assessment	1 Physics and 1 Chemistry	1 Physics and 1 Chemistry	1 Physics and 1 Chemistry
Project (informal assessment)	1 Physics and /or 1 Chemistry	1 Physics and /or 1 Chemistry	NONE
Experiments (informal assessment)	1 Physics and 1 Chemistry	1 Physics and 1 Chemistry	1 Physics and 1 Chemistry
TOTAL	5	5	4

Programme of Formal Assessment

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each grade. The learner's performance in this Programme of Assessment will be used for promotion purposes in Grades 10 and 11. In Grades 10 and 11, assessment is school-based or internal.

The marks achieved in each of the assessment tasks that make up the Programme of Assessment must be reported to parents. These marks will be used to determine the promotion of learners in Grades 10 and 11.

Grade 10					
Assessment tasks (25%)				Final Examination (75%)	
Term 1	Term 2		Term 3		Term 4
	Type	Weighting and duration	Type	Weighting and duration	
Experiment	10% (Minimum 50 marks and minimum 2 hour duration)	Mid-Year Examination 30% (2 x 75 marks) and 1,5 hours for each paper)	Experiment	10% (Minimum 50 marks and minimum 2 hour duration)	Final Examination (2 x 150 marks giving a total of 300 marks for papers 1 and 2. Each paper having a duration of 3 hours)
Control test	25% (1 x 75 marks) 1,5 hrs		Control Test	25% (1 x 75 marks) 1,5 hrs	
Total weighting: 35%		Total weighting: 30%		Total weighting: 35%	
Final mark = 25% (assessment tasks) + 75% (final exam) = 100%					

Grade 11					
Assessment tasks (25%)				Final Examination (75%)	
Term 1	Term 2		Term 3		Term 4
	Type	Weighting and duration	Type	Weighting and duration	
Experiment	10% (Minimum 50 marks and minimum 2 hour duration)	Mid-Year Examination 30% (2 x 100 marks) and 2 hours for each paper)	Experiment	10% (Minimum 50 marks and minimum 2 hour duration)	Final Examination (2 x 150 marks giving a total of 300 marks for papers 1 and 2. Each paper having a duration of 3 hours)
Control test	25% (2 x 50 marks) 1 hr each		Control Test	25% (2 x 50 marks) 1 hr each	
Total weighting: 35%		Total weighting: 30%		Total weighting: 35%	
Final mark = 25% (assessment tasks) + 75% (final exam) = 100%					

Physical Sciences Cognitive Development Levels

Description of cognitive level	Level	Explanation	Skills demonstrated	Action verbs
Creating	4	The learner creates new ideas and information using the knowledge previously learned or at hand. At the extended abstract level, the learner makes connections not only within the given subject area but also beyond it and generalises and transfers the principles and ideas underlying the specific instance. The learner works with relationships and abstract ideas.	<ul style="list-style-type: none"> • Generating • Planning • Producing • Designing • Inventing • Devising • Making 	devise, predict, invent, propose, construct, generate, make, develop, formulate, improve, plan, design, produce, forecast, compile, originate, imagine
Evaluating		The learner makes decisions based on in-depth reflection, criticism and assessment. The learner works at the extended abstract level.	<ul style="list-style-type: none"> • Checking • Hypothesising • Critiquing • Experimenting • Judging • Testing • Detecting • Monitoring 	combine, integrate, modify, rearrange, substitute, compare, prepare, generalise, rewrite, categorise, combine, compile, reconstruct, organise, justify, argue, prioritise, judge, rate, validate, reject, appraise, judge, rank, decide, criticise

Description of cognitive level	Level	Explanation	Skills demonstrated	Action verbs
Analysing		The learner appreciates the significance of the parts in relation to the whole. Various aspects of the knowledge become integrated, the learner shows a deeper understanding and the ability to break down a whole into its component parts. Elements embedded in a whole are identified and the relations among the elements are recognised.	<ul style="list-style-type: none"> • Organising • Comparing • Deconstructing • Attributing • Outlining • Finding • Structuring • Integrating 	analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, infer, break down, contrast, distinguish, draw, illustrate, identify, outline, point out, relate, question, appraise, argue, defend, debate, criticise, probe, examine, investigate, experiment
Applying	3	The learner has the ability to use (or apply) knowledge and skills in other familiar situations and new situations.	<ul style="list-style-type: none"> • Implementing • Carrying out • Using • Executing 	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, construct, manipulate, prepare, produce, draw, make, compile, compute, sequence, interpret
Understand	2	The learner grasps the meaning of information by interpreting and translating what has been learned.	<ul style="list-style-type: none"> • Interpreting • Exemplifying • Comparing • Explaining • Inferring • Classifying 	summarise, describe, interpret, contrast, associate, distinguish, estimate, differentiate, discuss, extend, comprehend, convert, explain, give example, rewrite, infer, review, observe, give main idea
Remembering	1	The learner is able to recall, remember and restate facts and other learned information.	<ul style="list-style-type: none"> • Recognising • Listing • Describing • Identifying • Retrieving • Recalling • Naming 	list, define, tell, describe, identify, show, know, label, collect, select, reproduce, match, recognise, examine, quote, name

Mathematical Literacy

Programme of Formal Assessment

The following tables provide the Programme of Assessment for Grades 10 and 11 showing the weighting of assessment tasks.

	School based assessment (25%)				Examination (75%)
	Term 1	Term 2	Term 3	Term 4	
Grade 10	Assignment (10%)	Assignment (10%)	Investigation (10%)	Revision	Examination
	Test (20%)	Examination (30%)	Test (20%)		
Grade 11	Assignment (10%)	Assignment (10%)	Investigation (10%)		Examination
	Test (20%)	Examination (30%)	Test (20%)		

The suggested Programme of Assessment assumes that:

- all the topics and sections are addressed throughout the year;
- the topics are weighted in accordance with the suggested minimum weightings for each topic outlined in Chapter 2 of this document;
- content and/or skills are integrated across a variety of topics throughout teaching and learning, and in the assessment activities.
- 1-2 weeks may be allocated as duration to complete and submit the Assignment or Investigation.
- The weightings for quarterly reporting will be allocated as 25% assignment or investigation and 75% control test or examination.

The structure of the papers

Weighting per application topic:

	Topic	Weighting (%)
Basic Skills Topics	Interpreting and communicating answers and calculations	No weighting is provided for these topics. Rather, they will be assessed in an integrated way in the Application Topics on both papers.
	Numbers and calculations with numbers	
	Patterns, relationships and representations	

Topic	Paper 1	Weighting
Application Topics	Finance	60% (± 5)
	Data Handling	35% (± 5)
	Probability	5%

Topic	Paper 2	Weighting
Application Topics	Maps, plans and other representatives	40% (± 5)
	Measurement	55% (± 5)
	Probability	5%

N.B. The policy caters for the variance of $\pm 5\%$ for each topic except probability.

Section in Finance: (Income, Expenditure, Profit/loss, Inco me-and-Expenditure statements and Budgets, Cost price and Selling price)

Mathematical Literacy Cognitive Development Levels

The four levels of Mathematical Literacy assessment taxonomy	Paper 1	Paper 2
Level 1: Knowing	30% \pm 5%	30% \pm 5%
Level 2: Applying routine procedures in familiar contexts	30% \pm 5%	30% \pm 5%
Level 3: Applying multi-step procedures in a variety of contexts	20% \pm 5%	20% \pm 5%
Level 4: Reasoning and reflecting	20% \pm 5%	20% \pm 5%

The first question in paper 1 end of year exam should integrate content from Finance and Data handling such that all the questions are pitched at cognitive level 1. The question should carry 20%, with $\pm 5\%$ permissible deviation.

The same format should also be applied in paper 2.

i.e The first question in paper 2 end of year exam should integrate content from Measurement and Maps, plans and other representation of the physical world such that all the questions are pitched at cognitive level 1. The question should carry 20%, with $\pm 5\%$ permissible deviation.

Description of cognitive level	Level	Explanation
Knowing	1	<ul style="list-style-type: none"> • To familiarise learners with the context in which problems are posed by asking them questions about the context; • To test ability to interpret contextualised information, to use familiar techniques to perform basic calculations and to explain common terms. • Examples of the types of tasks at the knowing level of the Mathematical Literacy taxonomy include: <ul style="list-style-type: none"> • reading information directly from a table (e.g. the date on a bank statement; the time that a bus leaves the bus terminal); • performing basic operations on numbers (e.g. subtracting income and expenditure values to determine the profit/loss for a business; adding values to show how the "Amount due" value on an electricity bill has been determined); • measuring accurately (e.g. measuring the dimensions of a room on a given plan accurately using a ruler); • rounding answers appropriately as per a given instruction (e.g. rounding off an answer to one decimal place when instructed to do so); • identifying the appropriate formula to be used in a given calculation (e.g. identifying the formula for the area of a circle as $\text{area} = \pi \times \text{radius}^2$ from a given list of area formulae); • recognising and explaining vocabulary appropriate to a particular scenario (e.g. "discrete" and "continuous" in the context of data; "event" and "outcome" in the context of Probability; "dependent" and "independent" variables; "debit" and "credit" in the context of finance); • reading values directly from the values provided on a graph or table (e.g. reading off the cost of talking for 60minutes on a cell phone contract from a graph showing the cost of calls over time); • performing conversions within the metric system (e.g. from mm to cm to m to km; from ml to l; from g to kg; from seconds to minutes to hours).

Description of cognitive level	Level	Explanation
Applying routine procedures in familiar contexts	2	<ul style="list-style-type: none"> substituting values into given equations (e.g. determining the bank charge for depositing money into an account using a given formula); solving equations by means of trial and improvement or algebraic processes; drawing graphs from given tables of values (e.g. drawing a graph to show the cost of a call on a cell phone contract over time from a given table of time and cost values); constructing a budget for a small household project; using tax deduction tables to determine the amount of tax to be deducted from an employee's salary; measuring the dimensions of the floor of a room and using the dimensions to determine how many running metres of carpeting to buy to cover the floor of the room; calculating the mean, median and/or modal averages of a set of data; increasing or decreasing an amount by a percentage (e.g. determining how much a person will pay for a television set if a 5% discount is given); estimating values from the values provided on a graph or in a table (e.g. on a graph showing population statistics in millions for the different provinces in South Africa, estimate the population of KwaZulu-Natal); converting units of measurement between different systems of measurement using given conversion tables and/or factors (e.g. using a baking conversion table to convert from g to ml when baking a cake); using a given scale to determine actual length or distance (e.g. using a scale of 1:100 on a plan to determine the actual length and width of the walls of a room).
Applying multi-step procedures in a variety of contexts	3	<ul style="list-style-type: none"> deciding on the most appropriate graph and an appropriate means of constructing that graph to represent a particular scenario (e.g. constructing a table of values to represent a tariff structure for a particular electricity system and then using the table of values to draw a graph to represent that tariff structure); determining the most appropriate scale in which to draw a plan, determining dimensions according to that scale, and then drawing the plan according to those scaled dimensions; determining the quantity of paint needed to paint the walls of a building by determining the surface area of the walls of a building, using a conversion ratio to convert the surface area value from m² to litres, rounding the litres value up to the nearest whole litre and then making a decision about the most appropriate quantity of paint to be bought based on available tin sizes; using maps, a distance chart, weather report information and other travel resources to plan a trip, giving consideration to where to stop for petrol, estimated travelling distance and time, and estimated travel costs; researching the costs involved in a fund-raising activity and preparing a budget for the activity; using given inflation rates to investigate the estimated value of an item over a multiple time period. (E.g. if a car is currently worth R90 000, what would the car be worth in two years' time if the value of the car depreciated by approximately 15% in the first year and 10% in the second year?)

Description of cognitive level	Level	Explanation
Reasoning and reflecting	4	<p>Questions that require a decision, opinion or prediction about a particular scenario based on calculations in a previous question or on given information (e.g. analysing calculations performed in a previous question on two different electricity costing options and making a decision about the most suitable option for a person with particular needs; or critiquing a statement regarding crime statistics reported in a newspaper article; or making a prediction about the projected income for a business based on current financial data).</p> <p>Examples of these types of reasoning and reflecting questions include:</p> <ul style="list-style-type: none"> • comparing provided data on the performance of two groups of learners in an examination and explaining which group performed better based on the available data; • providing an opinion on how a particular government minister might react to a particular set of statistics; • analysing a completed income-and-expenditure statement for a household and making suggestions on how the members of the household could change their expenditure to improve their financial position. <p>Questions that require learners to pose and answer questions about which mathematics they require to solve a problem, select and use that mathematical content, recognise the limitations of using mathematics to solve the problem, and consider other non-mathematical techniques and factors that may define or determine a solution to the problem. (E.g. when presented with adverts for two different cell phone contracts, learners have to decide which method will be the most appropriate to compare the costs involved in the contracts. They may decide to construct tables of values, or draw graphs, or use equations. Having chosen a suitable method, they will need to perform the necessary calculations and then make sense of their calculations in order to make a decision regarding the most affordable contract for an individual with particular needs. They will also need to recognise that irrespective of the mathematical solution to the problem, the individual may choose a cell phone based on personal preference, e.g. colour or cell phone model).</p> <p>Examples of these types of reasoning and reflection questions include:</p> <ul style="list-style-type: none"> • using calculations to compare income and expenditure values for a business in order to determine whether the business is in a healthy financial position; • comparing bank charges on two different types of accounts for various transactions and making a decision about the most suitable account for an individual with particular needs; • constructing a table to model a loan scenario, taking into account the interest calculated on the loan, the monthly repayment and the closing balance on the loan every month; • using the model of the loan scenario to investigate the effect of changes in the interest rate on the loan and the impact of increasing the monthly repayment on the real cost of the loan; • designing two different types of boxes for packaging an item, comparing the boxes in terms of wasted space (volume) and materials (surface area), and making a decision about the most cost-effective box for packaging the item.

Life Sciences

Programme of Formal Assessment

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

Term	Task	Weighting (% of SBA)	% of reporting mark per term	% of promotion mark
1	Practical Minimum 30 marks	15	25	25
	Test Minimum 50 marks	15	75	
2	Practical Minimum 30 marks	15	25	
	Mid-year exam One paper – 150 marks Duration: 2 ½ hours	25	75	
3	Project/Assignment* Minimum 50 marks	15	25	
	Test Minimum 50 marks	15	75	
	Total	100		
	Final exam (Paper 1 + Paper 2) Duration: 2 ½ hours for each paper 150 marks for each paper	300		

NOTE: *At least ONE project and ONE assignment must be done over the Grade10-11 years.

- The project/assignment can be done in any term (1-3) but must be recorded in term 3.
- The final SBA mark is weighted as follows:
 - Test and examinations: 55%
 - Practical tasks and assignment/ project: 45%

Format of a Life Sciences examination paper

The one paper will be:

Sections	Types of questions	Marks
A	A variety of short answer questions, objective questions for example MCQ, Terminology, columns/ statement and items, data-response	50
B	A variety of questions types. 2 questions of 50 marks each divided into 2-4 subsections	2 × 50

The end-of-year examinations:

Grade 10

The examination will consist of two examination papers of 2½ hours and 150 marks each. The weighting and assessment of topics in Paper 1 and Paper 2 will be as follows:

Paper 1

Topic	Time	Weighting	
		%	Marks
Term 1:			
Chemistry of Life	3 ½ weeks	21	33
Cells: Basic units of life	2 weeks	13	19
Cell division	2 weeks	13	19
Plant and animal tissues	1 ½ weeks	19	28
Term 2:			
Plant and animal tissues	1 ½ weeks	6	9
Plant organs (leaf)	1 week	15	23
Support and transport systems: Plants	2 ½ weeks	13	19
Support systems: Animals	2 weeks		
Totals	16 weeks	100	150

Paper 2

Topic	Time	Weighting	
		%	Marks
Term 3:			
Transport systems in mammals	3 weeks	21	32
Biosphere to ecosystems	5 weeks	36	54
Biodiversity and classification	2 weeks	14	21
Term 4:			
History of life and Earth	4 weeks	29	43
Totals	14 weeks	100	150

Grade 11

Paper 1

Topic	Time	Weighting	
		%	Marks
Term 1 and 2: Energy transformation to sustain life: photosynthesis	3 weeks 3 weeks	21 21	31 31
Term 2: Animal nutrition Energy transformation: Respiration	2 weeks 3 weeks	14 21	22 31
Term 3: Gas exchange Excretion in humans	3 weeks	21	31
Totals	14 weeks	100	150

Paper 2

Topic	Time	Weighting	
		%	Marks
Term 1: Biodiversity and classification of micro-organisms	3 weeks	19	31
Biodiversity in plants and reproduction	3 weeks	19	31
Biodiversity in animals	2 weeks	12	22
Term 3: Population ecology	4 weeks	25	37
Term 4: Human impact on the environment	4 weeks	25	37
Totals	14 weeks	100	150

Degrees of difficulty for examination/test questions

30%	40%	25%	5%
Easy for the average learner to answer.	Moderately challenging for the average learner to answer.	Difficult for the average learner to answer.	Very difficult for the average learner to answer. The skills and knowledge required to answer the question allows for level 7 learners (extremely high-achieving/ability learners) to be discriminated from other high ability/proficiency learners.

The framework for thinking about question or item difficulty comprises the following four general categories of difficulty:

- Content (topic/concept) difficulty;
- Stimulus (question and source material) difficulty;
- Task (process) difficulty; and
- Expected response (memo) difficulty.

Framework for thinking about question difficulty:

Content/concept difficulty	Stimulus difficulty	Task difficulty	Expected response difficulty
<p>Content/concept difficulty indexes the difficulty in the subject matter, topic or conceptual knowledge assessed or required. In this judgment of the item/ question, difficulty exists in the academic and conceptual demands that questions make and/or the grade level boundaries of the various 'elements' of domain/subject knowledge (topics, facts, concepts, principles and procedures associated with the subject).</p>	<p>Stimulus difficulty refers to the difficulty of the linguistic features of the question (linguistic complexity) and the challenge that candidates face when they attempt to read, interpret and understand the words and phrases in the question AND when they attempt to read and understand the information or 'text' or source material (diagrams, tables and graphs, pictures, cartoons, passages, etc.) that accompanies the question.</p>	<p>Task difficulty refers to the difficulty that candidates confront when they try to formulate or produce an answer.</p>	<p>Expected response difficulty refers to difficulty imposed by examiners in a mark scheme and memorandum. This location of difficulty is more applicable to 'constructed' response questions, as opposed to 'selected' response questions (such as multiple choice, matching/true-false).</p>

Examiners should analyse the items in their papers to ensure the paper is not too easy or too difficult even if the cognitive demand of the paper is according to the standard.

Life Sciences Cognitive Development Levels

Knowing Science 40%	Understanding Science 25%	Applying Scientific Knowledge 20%	Evaluating, analysing and synthesising scientific knowledge 15%
<p>To recall or recognise explicit information, details, facts; formulas, terms, definitions, procedures, representations from memory or from material provided.</p>	<p>To communicate understanding of a Life Sciences concept, idea, explanation, model, or theory, for example to: Interpret: change from one form of representation to another (e.g. pictures to words; words to pictures; numbers to words, words to numbers, pictures to numbers) Exemplify: Find a specific example or illustration of a concept or principle Classify: Determine that something belongs to a category. Summarize: Abstract a general theme or major points. Infer: Draw a logical conclusion from presented information. Compare: Detect similarities and differences between two objects or concepts. Explain why: create a cause-and-effect model of a system or concept.</p>	<p>To use, perform or follow a basic/ standard/ routine procedure/rule/ method/ operation. To use/apply understanding of Life Sciences concepts, facts or details from a known context to an unfamiliar context.</p>	<p>Analyse complex information To adapt a variety of appropriate strategies to solve novel/ non-routine/complex/ open-ended problems. To apply multistep procedures. Evaluate To evaluate or make critical judgement (for example, on qualities of accuracy, consistency, acceptability, desirability, worth or probability) using background knowledge of the subject. Judge, critique Create a new product To integrate Life Sciences concepts, principles, ideas and information, make connections and relate parts of material, ideas, information or operations to one another and to an overall structure or purpose.</p>

Tourism

The formal assessment requirements for Tourism are as follows:

- Five formal theoretical assessment tasks must be completed during the school year in both Grades 10 and 11.
- The end-of-year assessment includes two parts: (1) A Practical Assessment Task (PAT) and (2) a written theory paper. Together these two parts make up the remaining 75% in all grades.
- In Grades 10 and 11 all assessment is internally set.
- Each task must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty as reflected in the tables below.
- An item and error analysis of learner performance must be completed after marking a formal assessment task.

Programme of Formal Assessment

Grades 10 and 11

Term 1	Term 2	Term 3	Term 4: Promotion mark
Task 1: Tourism Skills Assessment Task 25% Task 2: March test 75%	Task 3: Mid-year examination 100%	Task 4: Data-handling Task 25% Task 5: September test 75%	SBA = Term 1 + 2 + 3 = $300 \div 3 = 100$ PAT = 100 November examination = 200
100	100	100	$400 \div 4 = 100$

Types of formal for Tourism assessment

(a) Tourism Skills Assessment Task

The scenario provided as an introduction for the task can be presented to the learner in the following formats:

- written text / visual text
- audio clip / video clip

Any of the following 21st Century Skills may be selected for the Tourism Skills Assessment Task:

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • customer service skills • communication skills • planning skills • sales skills • creativity/design skills • problem solving skills • critical thinking skills • collaboration skills • digital skills • entrepreneurial skills 	<ul style="list-style-type: none"> • customer service skills • leadership skills • generic management skills • digital skills • planning skills • marketing skills • management skills • entrepreneurial skills • critical thinking skills • collaboration skills • teamwork 	<ul style="list-style-type: none"> • customer service skills • financial management skills • human resource management skills • business administration skills • price setting skills • social media skills • budgeting skills • tourism channel skills • collaboration skills • entrepreneurial skills • critical thinking skills

To set the Tourism Assessment Skills Task for Grades 10-11, the teacher should:

- Set a task with a minimum total of 50 marks;
- Determine and indicate the skill/s to be assessed;
- Link the skill/s to tourism specific content in Term 1;
- Select/ create a scenario that is current and real;
- Select / create the scenario relevant to the identified skill/s and content covered in Term 1;
- Provide information about the skill/s and/or content;
- Develop a worksheet for the task with clear instructions;
- Develop an assessment tool with a clear breakdown of expected criteria and guidelines for assessment.

(b) Data Handling Task

Learners engage with and analyse data, to include the following skills:

- Collecting data
- Organising data
- Representing data
- Interpreting data
- Discussing data.

Data handling can be applied to any topic in the Grades 10-11 Tourism Teaching Plans covered in Terms 1-3.

Various stimuli, containing statistics / data can be used as a source from where questions flow:

Examples: Maps; case studies; scenarios; extracts; pictures; cartoons; advertisements; flow-charts; tables; graphs; infographics; reports.

(c) Controlled Tests: A test for formal assessment may not comprise of a series of small tests, and should cover a substantial amount of content.

Test: Minimum total: 50 marks		
Section A: Short questions	Minimum marks	Percentage
	15 marks	30%
Multiple choice questions (5 × 1 marks) Include a variety of short questions (Examples: Pairing of items; Choose the correct word, Select the answer from a list; Crossword puzzles etc.) Note: NO true/false questions are allowed. Section A: Includes mostly one-mark questions. (More marks may be allocated to a question to align with the level of difficulty and /or cognitive demand of the question.)		
Section B: Long questions	Minimum marks	Percentage
	35 marks	70%
Include: <ul style="list-style-type: none">• Questions that require a longer response for the answer.• A question that requires a response in paragraph format (minimum 5 marks)• Source-based questions (maps, case studies, scenarios, extracts, pictures, cartoons, advertisements, flowcharts, table or graphs, info-graphics)• An action verb to open the question. This gives a clear instruction to the question and the expected response.		

(d) Examinations: Grades 10-11

All examinations should adhere to the specified layout indicated in the tables below.

Question paper layout for the Mid-year Examination

The June examination should be weighted by assessing 30% of Term 1 work and 70% Term 2 work. The 30%-70% ratio has already been infused in the June examination layout below (Sections B -E). Section A should comprise 30% Term 1 and 70% Term 2 content respectively. The weighting of marks must further align to the teaching time spent on the topic.

Grade 10 – June Exam

Total: 100 marks

Duration: 1 hour 30 minutes

Content		100 marks
Section A	Short questions (all topics covered in term 1 and 2) Term 1 content: (30%): (7) Term 2 content: (70%): (18)	25
Section B	Map work and tour planning: (5 weeks teaching time)	20
Section C	Tourism sectors: (9 weeks teaching time)	40
Section D	Domestic, regional and international tourism: (3 weeks teaching time)	15

Grade 11 – June Exam

Total: 150 marks

Duration: 2 hour 30 minutes

Content		150 marks
Section A	Short questions (all topics covered in term 1 and 2) Term 1 content: (30%): (9) Term 2 content: (70%): (21)	30
Section B	Foreign exchange: (2 weeks teaching time)	20
Section C	Cultural heritage: (3 weeks teaching time)	30
Section D	Tourism sectors: (10 weeks teaching time)	50
Section E	Domestic, regional and international tourism: (2 weeks teaching time)	20

(e) Practical Assessment Task (PAT)

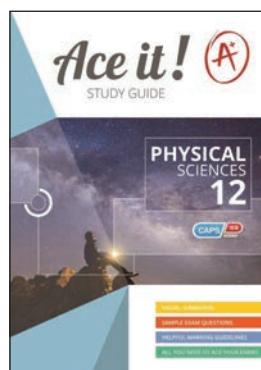
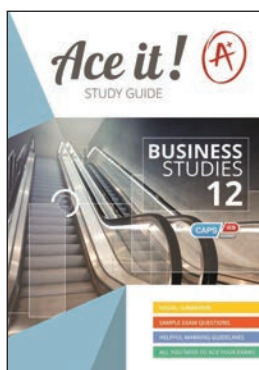
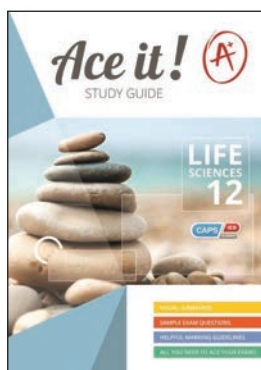
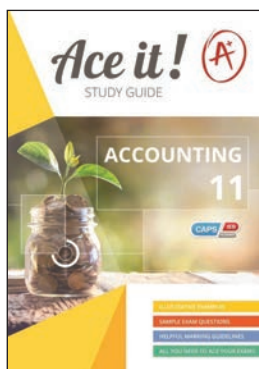
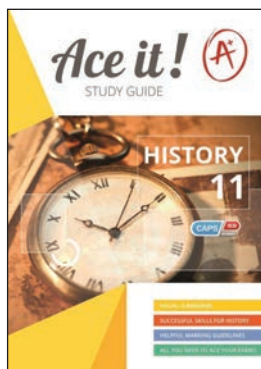
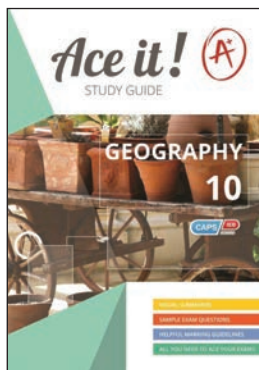
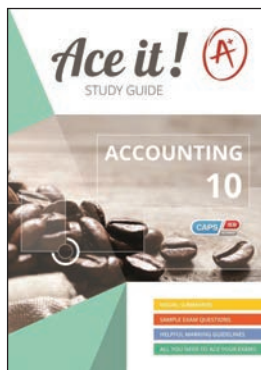
- Learners are assessed in a Practical Assessment Task, to include the practical concepts of the subject for formal assessment.
- The PAT for Grade 10 and 11 will be set and moderated internally. (**All Levels of Moderation:** School/ District/ Provincial). The quality of the PAT will be approved by the Subject Advisor/ Provincial Subject Head to standardise the quality of assessment.
- The PAT should be administered under controlled, examination conditions.
- The PAT will be conducted in an **8 hour session**, broken down into **two four (4) hour sessions**. Both sessions should take place in the second term. These sessions can take place before or during the mid-year examinations.
- The PAT should be completed fully by the end of the **second term**.

- **Candidates not attending the PAT session:** With or without a valid reason will be dealt with in accordance to the National Protocol for Assessment (NPA) paragraphs 4B(f)(ii), 6(4)(a)(ii), 8(1), 8(4), 8(5), 8(6), 8(7), 9(2), 10(3), 130 FET CAPS AMENDMENTS 14(1)(b),14(1)(d),14(1)(e) and the National Policy pertaining to the Programme and Promotion Requirements (NPPPR) paragraph 29(1).
- The PAT completed in Grade 11, may assess practical skills from Grade 10.
- Practical skills assessed in the PAT should be specified in the teacher and learner instructions.
- **A PAT mediation and resource pack** is prepared for the implementation and assessment of the PAT.
- **The PAT mediation and resource pack should include:**
 - The assessment task with the instructions to teachers and learners;
 - The assessment tool; A Marking Guideline;
 - A moderation tool for all levels of moderation;
 - All the basic resources required to complete the PAT; and an
 - Attendance register for learners and invigilators.

Tourism Cognitive Development Levels

Suggested weighting for cognitive levels	
Cognitive level	Percentage
Lower order: Remembering	30%
Middle order: Understanding 20% Applying 30%	50%
Higher order: Analysing/Evaluating and Creating	20%

Suggested weighting for levels of difficulty	
Levels of difficulty	Percentage
Easy	30%
Moderate	50%
Difficult	20%



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