



COGNITIVE LEVELS OF ASSESSMENT SENIOR PHASE

Shuter & Shooter

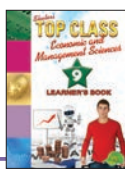
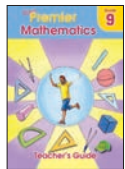
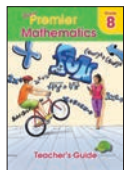
Cognitive Levels of Assessment

Senior Phase



Shuter & Shooter

PIETERMARITZBURG • JOHANNESBURG • EAST LONDON • CAPE TOWN



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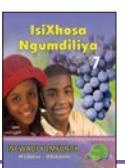
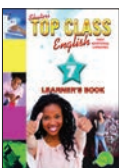
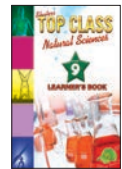
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Dear Teachers

Dear Teachers

The Department of Basic Education has reduced the number of 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.

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?

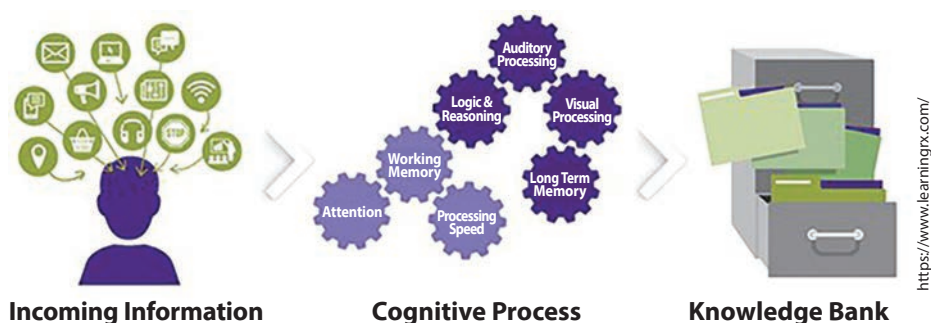
INFORMAL ASSESSMENT	FORMAL ASSESSMENT
<p>Informal, or daily assessment is the monitoring and enhancing of learner’s progress. This is done through teacher observation and teacher-learner interactions, which may be initiated by either teachers or learners.</p> <p>Informal, or daily assessment may be as 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

Home Language

HOME LANGUAGE PROGRAMME OF FORMAL ASSESSMENT GRADE 7							
Term 1	Mark %	Term 2	Mark %	Term 3	Mark %	Term 4	Mark %
Task 1 Oral Reading aloud	20 4%	Task 6 Paper 1 Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 4%	Task 9 Oral Oral presentation of Task 11 project	20 4%	Task 12 Paper 1 Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 18%
NB: There must be a variation of oral assessment tasks in terms 2 and 4							
Task Marks	20		20		20		20
Weighting %	4%		4%		4%		4%
Task 2 Writing Transactional text (2 short or 1 long) • SMS / Diary entry / dialogue / speech (10 marks)	10 2.2%	Task 7 Paper 3 Writing WRITTEN BEFORE EXAMS Question 1 • Transactional text (2 short or 1 long) Poster / advertisement / webpage / review (10 marks) Question 2 • Descriptive / argumentative essay • 6 paragraphs (30 marks)	40 4.4%	Task 10 Response to literature (contextual) Question 1 • Poem (10 marks) Question 2 • Drama / Short Stories (10 marks) Question 3 • Folklore / Novel (10 marks)	30 3.3%	Task 13 Paper 3 Writing WRITTEN BEFORE EXAMS Question 1 • Transactional text (2 short or 1 long) Newspaper article / Questionnaire Forms / Direction / Instructions (10 marks) Question 2 Essay • Descriptive / Narrative / Argumentative essay • 6 paragraphs (30 marks)	40 16%
Task 3 Writing Essay • Narrative / reflective • 6 paragraphs	30 2.2%						
NB: There must be a variation of different types of transactional texts and essays across terms and grades							
Task Marks	40		40		30		40
Weighting %	4.4%		4.4%		3.3%		16%

Task 4 Reading Comprehension Question 1 • Literary / non-literary text (20 marks) Question 2 • Visual text (10 marks)	30 3.4%	Task 8 Mid-year examination Paper 2 Reading Comprehension Question 1 • Literary / non-literary text (20 marks) Question 2 • Visual text (10 marks) Question 3 • Summary (10 marks) Question 4 • Language Structures and Conventions in context (20 marks)	60 6.8%	Task 11 Creative Writing Project based on any ONE of the genres studied: • Story / play script / novelle / poem / song / documentary Note: there must be a variation of genres across the grades.	50 2.2%	Task 14 End of the year examination Paper 2 Reading Comprehension Question 1 • Literary / non-literary text (20 marks) Question 2 • Visual text (10 marks) Question 3 • Summary (10 marks) Question 4 • Language Structures and Conventions in context (20 marks)	60 26%
Task Marks	50		60		50		60
Weighting %	6.9%		6.8%		2.2%		60%
Term Marks	110		120		100		120
SBA Marks		330		Examination mark		120	
SBA %		40%		Examination %		60%	
Total Grade Mark		450					

HOME LANGUAGE PROGRAMME OF FORMAL ASSESSMENT GRADE 8					
Term 1	Mark %	Term 2	Mark %	Term 3	Mark %
Task 1 Oral Reading aloud	20 4%	Task 6 Paper 1 Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 4%	Task 9 Oral Oral presentation of Task 11 project	20 4%
				Task 12 Paper 1 Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 18%
NB: There must be a variation of oral assessment tasks in terms 2 and 4					
Task Marks	20		20		20
Weighting %	4%		4%		18%
Task 2 Writing Transactional text (2 short or 1 long) • E-mail / interview / brochure / obituary (10 marks)	10 2.2%	Task 7 Paper 3 Writing WRITTEN BEFORE EXAMS Question 1 • Transactional text (2 short or 1 long) Poster / advertisement / webpage / review (10 marks) Question 2 • Descriptive / argumentative essay • 7 paragraphs (30 marks)	40 4.4%	Task 10 Response to literature (contextual) Question 1 • Poem (10 marks) Question 2 • Drama / Short Stories (10 marks) Question 3 • Folklore / Novel (10 marks)	30 3.3%
Task 3 Writing Essay • Narrative / reflective • 7 paragraphs (30 marks)	30 2.2%			Task 13 Paper 3 Writing WRITTEN BEFORE EXAMS Question 1 • Transactional text (2 short or 1 long) Newspaper article / Questionnaire Forms / Direction / Instructions (10 marks) Question 2 Essay • Descriptive / Narrative / Argumentative essay • 7 paragraphs (30 marks)	40 16%
NB: There must be a variation of different types of transactional texts and essays across terms and grades					
Task Marks	40		40		40
Weighting %	4.4%		4.4%		3.3%
					16%

Task 4 Reading Comprehension Question 1 • Literary / non-literary text (20 marks) Question 2 • Visual text (10 marks)	30 3.4% 20 3.5%	Task 8 Mid-year examination Paper 2 Reading Comprehension Question 1 • Literary / non-literary text (20 marks) Question 2 • Visual text (10 marks) Question 3 • Summary (10 marks) Question 4 • Language Structures and Conventions in context (20 marks)	60 6.8%	Task 11 Creative Writing Project based on any ONE of the genres studied: • Story / play script / novelette / poem / song / documentary Note: there must be a variation of genres across the grades.	50 2.4%	Task 14 End of the year examination Paper 2 Reading Comprehension Question 1 • Literary / non-literary text (20 marks) Question 2 • Visual text (10 marks) Question 3 • Summary (10 marks) Question 4 • Language Structures and Conventions in context (20 marks)	60 26%
Task Marks	50		60		50		60
Weighting %	6.9%		6.8%		2.2%		26%
Term Marks	110		120		100		
SBA Marks		330		Examination mark		120	
SBA %		40%		Examination %		60%	
Total Grade Mark		450					

HOME LANGUAGE PROGRAMME OF FORMAL ASSESSMENT

GRADE 9

Term 1	Mark %	Term 2	Mark %	Term 3	Mark %	Term 4	Mark %
Task 1 Oral Reading aloud	20 3.7%	Task 6 Paper 1 Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 3.6%	Task 9 Oral Oral presentation of Task 11 project	20 3.7%	Task 12 Paper 1 Debate / group discussion / unprepared speech / presentation	20 16%
NB: There must be a variation of oral assessment tasks in terms 2 and 4							
Task Marks	20		20		20		20
Weighting %	3.7%		3.6%		3.7%		16%
Task 2 Writing Transactional text (2 short or 1 long) • Blog / CV and covering letter / advertisement / agenda and minutes	20 2.4%	Task 7 Paper 3 Writing WRITTEN BEFORE EXAMS Question 1 • Transactional text (2 short or 1 long) Agenda and Minutes / Report / Formal Letter / Newspaper Article (20 marks) Question 2 Essay • Narrative / Descriptive / Argumentative / Discursive essay • 8 paragraphs (40 marks)	60 4.8%	Task 10 Response to literature (contextual) Question 1 • Poem (10 marks) Question 2 • Drama / Short Stories / Folklore / Novel (20 marks)	30 2.5%	Task 13 Paper 3 Writing WRITTEN BEFORE EXAMS Question 1 • Transactional text (2 short or 1 long) Review / Covering Letter and CV / Obituary / Direction (20 marks) Question 2 Essay • Descriptive / Narrative / Argumentative Reflective essay • 8 paragraphs (40 marks)	60 18%
Task 3 Writing Essay • Descriptive / narrative / argumentative / reflective • 8 paragraphs (40 marks)	40 2.4%						
NB: There must be a variation of different types of transactional texts and essays across terms and grades							
Task Marks	60		60		30		60
Weighting %	4.8%		4.8%		2.5%		18%

Task 4 Reading Comprehension Question 1 • Literary / non-literary text (25 marks) Question 2 • Visual text (15 marks) Task 5 Language Structures and Conventions in context (20 marks)	50 2.5% 20 3.5%	Task 8 Mid-year examination Paper 2 Reading Comprehension Question 1 • Literary / non-literary text (25 marks) Question 2 • Visual text (15 marks) Question 3 • Summary (10 marks) Question 4 • Language Structures and Conventions in context (20 marks) Paper 4 Question 1 – Poetry • 1 Unseen Poem (10 marks) • 1 Seen Poem (10 marks) Question 2 • Novel (20 marks) Question 3 • Folklore (10 marks)	70 6% 50 2.5%	Task 11 Creative Writing Project based on any ONE of the genres studied: • Poems / folktales / short stories / drama / novel, including documentaries and songs. Note: there must be a variation of genres across the grades.	50 2.4%	Task 14 End of the year examination Paper 2 Reading Comprehension Question 1 • Literary / non-literary text (25 marks) Question 2 • Visual text (15 marks) Question 3 • Summary (10 marks) Question 4 • Language Structures and Conventions in context (20 marks) Paper 4 Question 1 – Poetry • 1 Unseen Poem (10 marks) • 1 Seen Poem (10 marks) Question 2 • Drama (20 marks) Question 3 • Short Story (10 marks)	50 18.5% 50 7.5%
Task Marks	70		120		50		120
Weighting %	6.9%		8.5%		2.2%		26%
Term Marks	150		200		100		200
SBA Marks		450		Examination mark		200	
SBA %		40%		Examination %		60%	
Total Grade Mark		650					

Home Language Cognitive Developmental Levels

COGNITIVE LEVELS	ACTIVITY	PERCENTAGE OF TASK
Literal (level 1) Reorganisation (level 2)	<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 ... 	Levels 1 and 2: 40%
Inference (level 3)	<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 ... 	Level 3: 40%

Evaluation (level 4)	<p>These questions deal with judgments concerning value and worth. These include judgments 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 judgments made in the text. 	Levels 4 and 5: 20%
Appreciation (level 5)	<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 ... 	

A formal assessment example showing the use of the cognitive level questions in the required percentages

Grade 8

Second time winner



"Quick, Ma!" Tabogo shouted for his mother to come and see the newspaper. In it were the names of the winners of the competition he had entered. The winners would get three bicycles. Tabogo had decided he would keep one, give one to his brother Masauso, and the third his best friend, Lembani. With his mother, they quickly scanned the paper. They wanted to find the page where the results of the competition had been printed. "There my boy!" shouted his mother. Tabogo scanned the names, moving his finger down the page – his name was not there. He looked more carefully and read more slowly this time – still not there! Disappointed, he turned to his mother, who was looking as sad as he was.

"I was so sure I had won." He blinked tears away.

"Never mind my boy." She put her arms around him. "Let's go back and make sure you did everything you were asked to do." They sat on the couch while his mother asked questions.

"The competition form asked you to give your home address. You also had to fill in the street address where a letter could be delivered. Did you do this?"

"Yes Ma, but I did not know what street address meant, so I just left it out ..."

"What about your full name? Did you give your first name and your last name on the form?"

"Of course, Ma! I wrote Tabogo."

"And what about your surname? Surely you must have put that in?"

"No Ma, I didn't."

"Oh dear, my boy, that would make it very difficult for the judges. Remember that they asked you to fill in all the questions and to tell the truth. If you do not

fill in the form correctly, the judges will throw your entry away.”

Tabogo’s mother then asked if he had filled in the paragraph on why he should win the competition. Tabogo said that he had, but that he had used words like ‘wanna’ and ‘could of’, and he was unsure of his spelling. His mother told him it was very important to use formal language. He also said he had forgotten to sign the form. His mother said that she understood why he had not won, but that next time if he filled in the form correctly, he might be a winner!

Questions

Literal and Reorganisation		
1. What three things did Tabogo not complete on the entry form? [3]		(10 x 4) 40%
2. With whom would Tabogo share his prize? [2]		
3. Briefly summarise the story in your own words. Use 70-80 words and write the number of words you used at the bottom of the summary in brackets. [5]		
Inference		
4. Write one sentence to describe the main idea of this text. [2]		(10 x 4) 40%
5. Have you entered a children’s competition? If so, name one. [2]		
6. What does the way in which Tabogo filled in the form tell you about him? [2]		
7. Every action has an effect. Do you think that Tabogo would have won the competition if he had filled in the form correctly? [2]		
8. Compare Tabogo’s feelings to those of his mother. [2]		
Evaluation and Appreciation		
9. Comment on the effectiveness of the title “Second time winner”. [2]		(5 x 4) 20%
10. Do you think that it was fair that Tabogo didn’t win the competition because he didn’t fill in some of the information on the form? [1]		
11. Do you empathise with Tabogo? What would you do if you were in the same situation? [2]		
Total		100%

The above is a very simple representation of the way in which the percentages of the levels are weighted. You can have any number of questions with the appropriate mark allocation within each of the levels – just ensure that it forms the required percentage of the levels in the overall assessment.

First Additional Language

FIRST ADDITIONAL LANGUAGE PROGRAMME OF FORMAL ASSESSMENT GRADE 7							
Term 1	Mark %	Term 2	Mark %	Term 3	Mark %	Term 4	Mark %
Task 1 Oral Reading aloud	20 4%	Task 6 Paper 1 Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 4%	Task 9 Oral Oral presentation of Task 11 project	20 4%	Task 12 Paper 1 Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 18%
NB: There must be a variation of oral assessment tasks in terms 2 and 4							
Task Marks	20		20		20		20
Weighting %	4%		4%		4%		18%
Task 2 Writing Transactional text (2 short or 1 long) • SMS / Diary entry / dialogue / speech (10 marks)	10 2.2%	Task 7 Paper 3 Writing WRITTEN BEFORE EXAMS Question 1 • Transactional text (2 short or 1 long) Poster / advertisement / webpage / review (10 marks) Question 2 • Descriptive / argumentative essay • 6 paragraphs (30 marks)	40 4.4%	Task 10 Response to literature (contextual) Question 1 • Poem (10 marks) Question 2 • Drama / Short Stories (10 marks) Question 3 • Folklore / Novel (10 marks)	30 3.3%	Task 13 Paper 3 Writing WRITTEN BEFORE EXAMS Question 1 • Transactional text (2 short or 1 long) Newspaper article / Questionnaire Forms / Direction / Instructions (10 marks) Question 2 Essay • Descriptive / Narrative / Argumentative essay • 6 paragraphs (30 marks)	40 16%
NB: There must be a variation of different types of transactional texts and essays across terms and grades							
Task Marks	40		40		30		40
Weighting %	4.4%		4.4%		3.3%		16%

Task 4 Reading Comprehension Question 1 • Literary / non-literary text (20 marks) Question 2 • Visual text (10 marks)	Task 8 Mid-year examination Paper 2 Reading Comprehension Question 1 • Literary / non-literary text (20 marks) Question 2 • Visual text (10 marks) Question 3 • Summary (10 marks) Question 4 • Language Structures and Conventions in context (20 marks)	Task 11 Creative Writing Project based on any ONE of the genres studied: • Story / play script / novelette / poem / song / documentary Note: there must be a variation of genres across the grades.	Task 14 End of the year examination Paper 2 Reading Comprehension Test Question 1 • Literary / non-literary text (20 marks) Question 2 • Visual text (10 marks) Question 3 • Summary (10 marks) Question 4 • Language Structures and Conventions in context (20 marks)	60 26%
Task Marks	50		50	60
Weighting %	6.9%		2.2%	60%
Term Marks	110		100	120
SBA Marks	330	Examination mark	120	
SBA %	40%	Examination %	60%	
Total Grade Mark	450			

FIRST ADDITIONAL LANGUAGE PROGRAMME OF FORMAL ASSESSMENT GRADE 8							
Term 1	Mark %	Term 2	Mark %	Term 3	Mark %	Term 4	Mark %
Task 1 Oral Reading aloud	20 4%	Task 6 Paper 1 Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 4%	Task 9 Oral Oral presentation of Task 11 project	20 4%	Task 12 Paper 1 Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 18%
NB: There must be a variation of oral assessment tasks in terms 2 and 4							
Task Marks	20		20		20		20
Weighting %	4%		4%		4%		18%
Task 2 Writing Transactional text (2 short or 1 long) • E-mail / interview / brochure / obituary (10 marks)	10 2.2%	Task 7 Paper 3 Writing WRITTEN BEFORE EXAMS Question 1 • Transactional text (2 short or 1 long) Poster / advertisement / webpage / review (10 marks)	30 4.4%	Task 10 Response to literature (contextual) Question 1 • Poem (10 marks) Question 2 • Drama / Short Stories (10 marks) Question 3 • Folklore / Novel (10 marks)	30 3.3%	Task 13 Paper 3 Writing WRITTEN BEFORE EXAMS Question 1 • Transactional text (2 short or 1 long) Newspaper article / Questionnaire Forms / Direction / Instructions (10 marks) Question 2 Essay • Descriptive / Narrative / Argumentative essay • 7 paragraphs (30 marks)	40 16%
Task 3 Writing Essay • Narrative / reflective • 7 paragraphs (30 marks)	30 2.2%	Question 2 • Descriptive / argumentative essay • 7 paragraphs (30 marks)					
NB: There must be a variation of different types of transactional texts and essays across terms and grades							
Task Marks	40		40		30		40
Weighting %	4.4%		4.4%		3.3%		16%

Task 4 Reading Comprehension Question 1 • Literary / non-literary text (20 marks) Question 2 • Visual text (10 marks)	30 3.4% 20 3.5%	Task 8 Mid-year examination Paper 2 Reading Comprehension Question 1 • Literary / non-literary text (20 marks) Question 2 • Visual text (10 marks) Question 3 • Summary (10 marks) Question 4 • Language Structures and Conventions in context (20 marks)	60 6.8%	Task 11 Creative Writing Project based on any ONE of the genres studied: • Story / play script / novelette / poem / song / documentary Note: there must be a variation of genres across the grades.	50 2.2%	Task 14 End of the year examination Paper 2 Reading Comprehension Question 1 • Literary / non-literary text (20 marks) Question 2 • Visual text (10 marks) Question 3 • Summary (10 marks) Question 4 • Language Structures and Conventions in context (20 marks)	60 26%
Task Marks	50		60		50		60
Weighting %	6.9%		6.8%		2.2%		26%
Term Marks	110		120		100		
SBA Marks		330		Examination mark		120	
SBA %		40%		Examination %		60%	
Total Grade Mark		450					

FIRST ADDITIONAL LANGUAGE PROGRAMME OF FORMAL ASSESSMENT							
GRADE 9							
Term 1	Mark %	Term 2	Mark %	Term 3	Mark %	Term 4	Mark %
Task 1 Oral Reading aloud	20 3.7%	Task 6 Paper 1 Listening comprehension / debate / conversation / prepared or unprepared speech / group discussion	20 3.6%	Task 9 Oral Oral presentation of Task 11 project	20 3.7%	Task 12 Paper 1 Debate / group discussion / unprepared speech / presentation	20 16%
NB: There must be a variation of oral assessment tasks in terms 2 and 4							
Task Marks	20		20		20		20
Weighting %	3.7%		3.6%		3.7%		16%
Task 2 Writing Transactional text (2 short or 1 long) <ul style="list-style-type: none">• Blog / CV and covering letter / advertisement / agenda and minutes	20 2.4%	Task 7 Paper 3 Writing WRITTEN BEFORE EXAMS Question 1 <ul style="list-style-type: none">• Transactional text (2 short or 1 long) Agenda and Minutes / Report / Formal Letter / Newspaper Article (20 marks) Question 2 Essay <ul style="list-style-type: none">• Narrative / Descriptive / Argumentative / Discursive essay• 8 paragraphs (40 marks)	60 4.8%	Task 10 Response to literature (contextual) Question 1 <ul style="list-style-type: none">• Poem (10 marks) Question 2 <ul style="list-style-type: none">• Drama / Short Stories / Folklore / Novel (20 marks)	30 2.5%	Task 13 Paper 3 Writing WRITTEN BEFORE EXAMS Question 1 <ul style="list-style-type: none">• Transactional text (2 short or 1 long) Review / Covering Letter and CV / Obituary / Direction (20 marks) Question 2 Essay <ul style="list-style-type: none">• Descriptive / Narrative / Argumentative Reflective essay• 8 paragraphs (40 marks)	60 18%
Task 3 Writing Essay <ul style="list-style-type: none">• Descriptive / narrative / argumentative / reflective• 8 paragraphs (40 marks)	40 2.4%						
NB: There must be a variation of different types of transactional texts and essays across terms and grades							
Task Marks	60		60		30		60
Weighting %	4.8%		4.8%		2.5%		18%

Task 4 Reading Comprehension Question 1 • Literary / non-literary text (25 marks) Question 2 • Visual text (15 marks) Question 3 • Summary (10 marks) • Summary (10 marks)	50 2.5%	Task 8 Mid-year examination Paper 2 Reading Comprehension Question 1 • Literary / non-literary text (25 marks) Question 2 • Visual text (15 marks) Question 3 • Summary (10 marks) Question 4 • Summary (10 marks) • Language Structures and Conventions in context (20 marks) Task 5 Language Structures and Conventions in context (20 marks)	70 6%	Task 11 Creative Writing Project based on any ONE of the genres studied: • Poems / folktales / short stories / drama / novel, including documentaries and songs. Note: there must be a variation of genres across the grades.	50 2.4%	Task 14 End of the year examination Paper 2 Reading Comprehension Test Question 1 • Literary / non-literary text (25 marks) Question 2 • Visual text (15 marks) Question 3 • Summary (10 marks) Question 4 • Language Structures and Conventions in context (20 marks) Paper 4 Question 1 – Poetry (10 marks) • 1 Unseen Poem (10 marks) • 1 Seen Poem (10 marks) Question 2 • Drama (20 marks) Question 3 • Short Story (10 marks)	70 18.5%
Task Marks	70		120		50		120
Weighting %	6.9%		8.5%		2.2%		26%
Term Marks	150		200		100		
SBA Marks		450		Examination mark		200	
SBA %		40%		Examination %		60%	
Total Grade Mark		650					

A formal assessment example showing the use of the cognitive level questions in the required percentages

Grade 7

Drought

The burning skies are steel,
The parched earth is dry,
 And we die,
The little children die.
The mealies cannot grow,
The grass is burnt away,
 And grim death
Is haunting us away.
The God who lives on high
Is not Father to us now,
 For we die,
In agony we die.
The cattle all are gone,
The children reel and faint,
 And they die,
O Father God, they die.

David John Darlow



Literal and Reorganisation		
1. How many lines are there in this poem?	[1]	
2. Does the poem rhyme?	[2]	
3. Choose three words from the poem which describe the horror of a drought.	[3]	(10 x 4)
4. What is the harsh reality of a drought?	[1]	40%
5. What are the common elements of a drought?	[3]	
Inference		
6. Explain the main idea of this poem.	[2]	
7. What emotions does the poet hope to arouse in the reader?	[2]	
8. The poem describes the effects of drought. What would the effects of a flood be?	[2]	(10 x 4)
9. Do you think that the poet has experienced a drought? Give a reason for your answer.	[2]	40%
10. How does the use of the word 'haunting' affect your understanding of the poem?	[2]	
Evaluation and Appreciation		
11. Choose one of the words below to describe how the poem makes you feel: happy, playful, sad, frightened, dreamy	[1]	
12. 'The burning skies are steel.' What figure of speech is this?	[1]	(5 x 4)
What is the colour, texture and temperature of steel?	[2]	20%
In what ways is the sky in this poem similar to steel?	[1]	
		Total 100%

The above is a very simple representation of the way in which the percentages of the levels are weighted. You can have any number of questions with the appropriate mark allocation within each of the levels – just ensure that it forms the required percentage of the levels in the overall assessment.

Social Sciences

SOCIAL SCIENCES PROGRAMME OF FORMAL ASSESSMENT					
GRADE 7					
Term	Discipline	Forms of Assessment	Content	Marks	School Based Assessment 40%
Term 1	Geography	Project: Sketch map of a local area (Refer to Section 3 of CAPS, Geography Term 1 content for more details on the project).	<ul style="list-style-type: none"> Map skills (focus: local maps) 	50 marks	
	History	Task: Source-based questions and paragraph writing. (NB: Learners must be introduced to three paragraph essay writing which will be formally assessed in terms 3 and 4. Essay writing should be part of informal/formative assessment in terms 1 and 2). Paragraphs and essays must be structured as follows: Topic sentence/introduction Main points/body Conclusion	<ul style="list-style-type: none"> The Kingdom of Mali and the city of Timbuktu in the 14th century. 	50 marks	
Term 2	Geography	June examinations NB: June examinations should assess terms 1 and 2 content	<ul style="list-style-type: none"> Map skills (focus: local maps) Earthquakes, volcanoes and floods 	25 marks 25 marks Total: 50	
	History	June examinations NB: June examinations should assess terms 1 and 2 content	<ul style="list-style-type: none"> The Kingdom of Mali and the city of Timbuktu The Transatlantic slave trade 	25 marks 25 marks Total: 50	
Term 3	Geography	Test: Data-handling, case study and paragraph writing	<ul style="list-style-type: none"> Population growth and change (focus: world) 	50 marks	
	History	Test: Source-based, paragraph writing and essay writing	<ul style="list-style-type: none"> Colonisation of the Cape in the 17th and 18th centuries 	50 marks	



Term 4	Geography	November examination NB: November examinations should assess terms 3 and 4 content only.	<ul style="list-style-type: none"> Population growth and change (focus: world) Natural resources and conservation in South Africa 	25 marks 25 marks Total: 50	November Examination 60%
	History	November examination NB: November examinations should assess terms 3 and 4 content only.	<ul style="list-style-type: none"> Colonisation of the Cape in the 17th and 18th centuries Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century 	25 marks 25 marks Total: 50	

SOCIAL SCIENCES PROGRAMME OF FORMAL ASSESSMENT
GRADE 8

Term	Discipline	Forms of Assessment	Content	Marks	School Based Assessment 40%
Term 1	Geography	Test: Map reading, analysis and interpretation	<ul style="list-style-type: none"> Maps and globes (focus: global and local) 	50 marks	
	History	Test: Source-based, paragraph writing and essay writing	<ul style="list-style-type: none"> The Industrial Revolution in Britain and Southern Africa from 1860 	50 marks	
Term 2	Geography	June examinations NB: June examinations should assess terms 1 and 2 content	<ul style="list-style-type: none"> Maps and globes (focus: global and local) Climate regions (focus: South Africa and world) 	35 marks (47%) 40 marks (53%) Total: 75	
	History	June examinations NB: June examinations should assess terms 1 and 2 content	<ul style="list-style-type: none"> The Industrial Revolution in Britain and Southern Africa from 1860. The Mineral Revolution in South Africa 	35 marks (47%) 40 marks (53%) Total: 75	
Term 3	Geography	Project: Investigation of a settlement (Refer to Section 3 of CAPS, Geography term 3 content for more details on the project).	<ul style="list-style-type: none"> Settlement (Africa with a focus on South Africa) 	50 marks	
	History	Task: Source-based, paragraph writing and essay writing	<ul style="list-style-type: none"> The scramble for Africa: late 19th century 	50 marks	
Term 4	Geography	November examination NB: November examinations should assess terms 3 and 4 content only.	<ul style="list-style-type: none"> Settlement (Africa with a focus on South Africa) Transport and Trace (focus: South Africa and the world) 	35 marks (47%) 40 marks (53%) Total: 75	November Examination 60%
	History	November examination NB: November examinations should assess terms 3 and 4 content only.	<ul style="list-style-type: none"> The scramble for Africa: late 19th century World War I (1914-1918) 	5 marks (47%) 40 marks (53%) Total: 75	

SOCIAL SCIENCES PROGRAMME OF FORMAL ASSESSMENT
GRADE 9

Term	Discipline	Forms of Assessment	Content	Marks	School Based Assessment 40%
Term 1	Geography	Test: Map reading, analysis and interpretation	<ul style="list-style-type: none"> Maps skills (focus: topographic and orthophoto maps) 	50 marks	
	History	Test: Source-based, paragraph writing and essay writing	<ul style="list-style-type: none"> World War II (1919-1945) 	50 marks	
Term 2	Geography	June examinations NB: June examinations should assess terms 1 and 2 content	<ul style="list-style-type: none"> Maps skills (focus: topographic and orthophoto maps) Development issues (focus: South Africa and world) 	35 marks (47%) 40 marks (53%) Total: 75	
	History	June examinations NB: June examinations should assess terms 1 and 2 content	<ul style="list-style-type: none"> World War II The Nuclear Age and the Cold War (1945-1990) 	35 marks (47%) 40 marks (53%) Total: 75	
Term 3	Geography	Test: Source-based questions and paragraph writing	<ul style="list-style-type: none"> Surface forces that shape the Earth (Physical Geography) 	50 marks	
	History	Oral History Research Project (Refer to Section 3 of CAPS under History term 3 content for more details on the project).	<ul style="list-style-type: none"> Turning points in modern South African history since 1948 and 1950s 	50 marks	
Term 4	Geography	November examination NB: November examinations should assess terms 3 and 4 content only.	<ul style="list-style-type: none"> Surface forces that shape the Earth (Physical Geography) Resource use and sustainability (focus: world) 	35 marks (47%) 40 marks (53%) Total: 75	November Examination 60%
	History	November examination NB: November examinations should assess terms 3 and 4 content only.	<ul style="list-style-type: none"> Turning points in modern South African history since 1948 and 1950s Turning points in modern South African history 1960, 1976 and 1994 	35 marks (47%) 40 marks (53%) Total: 75	

Bloom's taxonomy

SOCIAL SCIENCES PROGRAMME OF FORMAL ASSESSMENT GRADE 8					
Remember	Understand	Apply	Analyse	Evaluate	Create
Low order	Middle order			High order	
Define Identify Label List Recite Repeat Point out Recognise Respond Trace Name State Match Categorise Select Locate Quote Tabulate Copy	Explain Describe Interpret Paraphrase Summarise Classify Compare Differentiate Discuss Distinguish Demonstrate Illustrate Infer Estimate Define Give examples Match Translate	Change Compute Solve Modify Calculate Choose Show Sketch Complete Predict Relate Construct Use	Analyse Compare Classify Contrast Differentiate Investigate Organise Separate Breakdown Calculate Correlate Criticise Conclude Deduce Devise	Evaluate Order Appraise Judge Support Compare Recommend Defend Estimate Find errors Measure Predict Rank Score Argue Predict Measure	Design Compose Create Plan Combine Formulate Invent Hypothesise Write Compile Develop Generalise Integrate Modify Rearrange Adapt

Examples of different cognitive levels of questioning in Geography:

Cognitive levels	Different cognitive levels of questioning in Geography
Level 1 (L1)	<ul style="list-style-type: none"> Extract evidence from geographical sources such as maps, pictures, graphs etc. Answer short questions. Remember/recall knowledge acquired, e.g. definition of concepts. Identify features on maps.
Level 2 (L2)	<ul style="list-style-type: none"> Use information to describe/explain and answer questions about people, places and the relationship between the two. Make links between cause and effect. Discuss and debate issues.
Level 3 (L3)	<ul style="list-style-type: none"> Interpret and evaluate information and data from geographical sources such as maps, tables and graphs. Use geographical knowledge to solve problems. Recognise bias and different points of view. Draw sketch maps, simple illustrations, graphs and flow charts.

Examples of different cognitive levels of questioning in History:

Cognitive levels	Different cognitive levels of questioning in History
Level 1 (L1)	<ul style="list-style-type: none">• Extract evidence from sources.• Answer short answer questions.• Remember/recall knowledge acquired.• Identify characters in a cartoon.
Level 2 (L2)	<ul style="list-style-type: none">• Explain historical concepts.• Straightforward (simple) interpretation of sources.• What is being said by (the point of view of) the author/creator of the source.
Level 3 (L3)	<ul style="list-style-type: none">• Interpret and evaluate information and data from sources.• Identify different points of views.• Engage in question of (identify) bias, prejudice, reliability and usefulness. (evaluation) of sources.• Use information from sources as evidence for their particular line of argument.• Compare and contrast interpretations and perspectives within and by authors.

A formal assessment example showing the use of the cognitive level questions in the required percentages

Grade 9

Geography

Section B: Development

Study the table of development indicators below.

COUNTRY	GDP by sector as a %			HDI	GDP per capita US\$	Infant Mortality
	Primary	Secondary	Tertiary			
CANADA	2.2	26.3	71.5	0,908	39,400	4.92
MOZAMBIQUE	28.8	26.4	44.8	1,000	1,000	78,95
SOUTH AFRICA	2.5	30.8	66.8	0,619	10,700	43,2
MEXICO	3.9	32.6	63.5	0,770	13,900	17,29

COGNITIVE LEVELS	PERCENTAGE
Level 1 1. What currency is used to describe the GDP per capita? [1] 2. Why is the same currency used for all four countries. [1] 3. Name the country with the best HDI. [1]	(3 x 10) 30%

Level 2 4. Explain why the contribution of the tertiary sector is so important in determining the level of development of a country. [3] 5. In terms of GDP per sector, which country would be considered the least developed? [1] 6. What do the letters GDP stand for? [1]	(5 x 10) 50%
Level 3 7. What is meant by infant mortality? [1] 8. Suggest a reason for the high infant mortality rate in Mozambique. [1]	(2 x 10) 20%
Total: 100%	

The above is a very simple representation of the way in which the percentages of the levels are weighted. You can have any number of questions with the appropriate mark allocation within each of the levels – just ensure that it forms the required percentage of the levels in the overall assessment.

Mathematics

MATHEMATICS PROGRAMME OF FORMAL ASSESSMENT										
Term 1			Term 2			Term 3			Term 4	
2			2			2			1	
Number of assessment tasks	Form of Assessment	Assignment	Test	Investigation	Examination	Project	Test	Examination	1	
Marking guideline	Memo	Memo	Memo	Memo and rubric	Memo	Rubric	Memo	Memo	2	
Number of papers	1	1	1	1	2	1	1	2	2	
Minimum mark: 7	50	40	40	40	Paper 1: 50 Paper 2: 50	50	40	Paper 1: 50 Paper 2: 50	2	
Minimum mark: 8	50	40	40	40	Paper 1: 60 Paper 2: 60	50	50	Paper 1: 60 Paper 2: 60	2	
Minimum mark: 9	50	50	50	50	Paper 1: 75 Paper 2: 75	50	50	Paper 1: 75 Paper 2: 75	2	
Maximum time allocation	1 hour	1 hour	1 hour	1 ½ hours/paper	1 ½ hours/paper	1 ½ hours/paper	1 hour	1 ½ hours/paper	2	
Term weighting (for reporting purpose)	40%	60%	40%	40%	60%	40%	60%	(SBA+End of the year Exam)	2	
SBA Weighting -40%	8%	6%	6%	6%	8%	6%	6%	6%	2	
End of the year examinations (60%)								60%	2	
Content areas covered				Paper 1: CA 1,2 Paper 2: CA:3,4 where applicable				Paper 1: CA 1,2 Paper 2: CA:3,4,5	2	
Topics	Grade 7: CAPS, p. 38 Grade 8: CAPS, p. 78 Grade 9: CAPS, p. 118								2	
Grade 7	CAPS; p. 39-48	CAPS; p. 49-57	CAPS; p. 39-57	CAPS; p. 58-66	CAPS; p. 39-73	CAPS; p. 75-117	CAPS; p. 119-153		2	
Grade 8	CAPS; p. 75-91	CAPS; p. 92-99	CAPS; p. 75-99	CAPS; p. 100-112	CAPS; p. 75-117	CAPS; p. 119-153			2	
Grade 9	CAPS; p. 119-133	CAPS; p. 134-140	CAPS; p. 119-140	CAPS; p. 141-146	CAPS; p. 119-153				2	

Tests and examinations are individualised assessment tasks and should be carefully designed to ensure that learners demonstrate their full potential in Mathematics content. The questions should be carefully spread to cater for different cognitive levels of learners. Tests and examinations are predominantly assessed using a memorandum.

The Assignment, as is the case with tests and examinations, is mainly an individualised task. It can be a collection of past questions, but should focus on more demanding work as any resource material can be used, which is not the case in a task that is done in class under supervision.


Projects are used to assess a range of skills and competencies. Through projects, learners are able to demonstrate their understanding of different Mathematics concepts and apply them in real-life situations. Caution should, however, be exercised not to give projects that are above learners' cognitive levels. The assessment criteria should be clearly indicated on the project specification and should focus on the Mathematics involved and not on duplicated pictures and facts copied from reference material. Good projects contain the collection and display of real data, followed by deductions that can be substantiated.

Investigation promotes critical and creative thinking. It can be used to discover rules or concepts and may involve inductive reasoning, identifying or testing patterns or relationships, drawing conclusions, and establishing general trends. To avoid having to assess work, which is copied without understanding, it is recommended that whilst initial investigation could be done at home, the final write-up should be done in class, under supervision, without access to any notes. Investigations are assessed with rubrics, which can be specific to the task, or generic, listing the number of marks awarded for each skill. These skills include:

- organising and recording ideas and discoveries using, for example, diagrams and tables.
- communicating ideas with appropriate explanations
- calculations showing clear understanding of mathematical concepts and procedures.
- generalising and drawing conclusions,

The forms of assessment used should be appropriate to the age and cognitive level of learners. The design of these tasks should cover the content of the subject and designed to achieve the broad aims of the subject. Appropriate instruments, such as rubrics and memoranda, should be used for marking. Formal assessments should cater for a range of cognitive levels and abilities of learners.

Mathematics Cognitive Developmental levels

DESCRIPTION AND EXAMPLES OF COGNITIVE LEVELS		
Cognitive levels	Description of skills to be demonstrated	Examples
Knowledge (25%)	<ul style="list-style-type: none"> Estimation and appropriate rounding off numbers Straight recall Identification and direct use of correct formula Use of mathematical facts Appropriate use of mathematical vocabulary Read information directly from a table 	<ol style="list-style-type: none"> Estimate the answer and then calculate with a calculator: $\begin{array}{r} 62\ 816 \\ 325 + 279 \end{array}$ [Grade 7] Use the formula $A = \pi r^2$ to calculate the area of a circle if the diameter is equal to 10 cm. [Grade 8] Write down the y-intercept of the function $y = 2x + 1$ [Grade 9]
Routine procedures (45%)	<ul style="list-style-type: none"> Perform well-known procedures Simple applications and calculations which might involve many steps Derivation from given information may be involved Identification and use (after changing the subject) of correct formula Generally similar to those encountered in class 	<ol style="list-style-type: none"> Determine the mean of 5 Grade 7 learners' marks if they have respectively achieved 25; 40; 21; 35; 14 out of 50. [Grade 7] Solve x in $x - 6 = 9$ [Grade 8] R600 invested at $r\%$ per annum for a period of 3 years yields R150 interest. Calculate the value of r if $SI P.n.r100 :=$ [Grade 9]
Complex procedures (20%)	<ul style="list-style-type: none"> Problems involving complex calculations and/or higher order reasoning Investigate elementary axioms to generalize them into proofs for straight line geometry, congruence and similarity No obvious route to the solution Problems not necessarily based on real world contexts Making significant connections between different representations Require conceptual understanding 	<ol style="list-style-type: none"> Mr Mnisi pays R75 for a book, which he marks up to provide 20% profit. He then sells it for cash at 4% discount. Calculate the selling price. [Grade 7] A car travelling at a constant speed travels 60 km in 18 minutes. How far, travelling at the same constant speed, will the car travel in 1 hour 12 minutes? [Grade 8] Calculate the area of the shaded part in the figure below, if the area of the square is 16cm^2. NB: Parts of the circumference of the circle intersect with the parts of the sides of the square. [Grade 9] 

<p>Problem solving (10%)</p>	<ul style="list-style-type: none"> Unseen, non-routine problems (which are not necessarily difficult) Higher order understanding and processes are often involved Might require the ability to break the problem down into its constituent parts 	<ol style="list-style-type: none"> The sum of three consecutive numbers is 87. Find the numbers. [Grade 7] The combined age of a father and son is 84 years old. If the son is 20 years younger than the father, how old are they now? [Grade 8] The diagram below shows 15 identical circles arranged as a rectangle, and a shaded triangle. The vertices of the triangle are at the centre of the circles. Calculate the area of the shaded triangle. [Grade 9] <div data-bbox="726 548 903 686" data-label="Image"> </div>
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A formal assessment example showing the use of the cognitive level questions in the required percentages

Grade 8

Knowledge

1. Given the expression: $3a^2 - 5a^4 + 11 - a^3 - 6a$, answer the following questions:
 - a. Write the expression in descending powers of a . (2)
 - b. What is the power of the expression? (2)
 - c. What is the constant term in the expression? (2)
 - d. What is the coefficient of a^4 ? (2)
 - e. What is the sign of the first term? (2)
 - f. How many terms are there in the expression? (2)
2. Solve the following equations:
 - a. $w - 9 = -12$ (1)
 - b. $\frac{m}{-2} = 6$ (1)
 - c. $6 - k = -4$ (2)
 - d. $5b + 6 = -9$ (2)
3.
 - a. Write 36 as the product of its prime factors. (2)
 - b. Write the expression $2a^3 - 5a^4 + 3a - 7 + a^2$ in descending powers of a . (1)
 - c. Write expressions for each of the following (let x be the number):
 - i. a number decreased by 6 (2)
 - ii. 7 times a number plus 3 (2)

Total: (25)

Routine procedures

4. John was born when his mother was 24 years old. Show your working to answer the following questions:
- a. How old will John's mother be when he is 15? (2)
 - b. How old will John be when his mother is 62 years old? (2)
5. Give the next 2 terms in each of the following sequences:
- a. 2; 5; 8; ... (2)
 - b. 1; 3; 9; ... (2)
6. Write the following in mathematical symbols:
- a. five less than y (2)
 - b. the product of negative seven and an unknown number g (2)
 - c. the sum of k and twice m (2)
 - d. the difference between 14 and t, divided by six (2)
7. Simplify the following:
- a. $-3 - (-1) + 5$ (2)
 - b. $(3a2b)2 \times 23 ab4$ (3)
 - c. $\frac{12abc}{8bc}$ (2)
8. Evaluate the following:
- a. Calculate 35% of 180. (2)
 - b. Calculate the percentage increase of the price of a hamburger if it increases in price from R8,20 to R9,80. Give the correct answer to 1 decimal point. (3)
9. Simplify the following without the use of a calculator. You must show all your working:
- a. $-\frac{1}{3} \div 2\frac{1}{4}$ (3)
 - b. $\frac{a}{3} + \frac{2b}{5}$ (3)
 - c. $\sqrt{4}(\sqrt{9} + \sqrt{16})$ (3)
 - d. $14 \div 0,07$ (2)
10. Solve for x by inspection:
- a. $12x - 7 = -19$ (3)
 - b. $4(x + 2) = -16$ (3)
 - c. $\frac{x}{12} = \frac{1}{3}$ (1)

Total: (45)

Complex Procedures

11. Simplify the following:

a. $-mn + 2m - n + 4m - 8mn - 9n$ (3)

b. $-3(m + n) - (3m - n)$ (4)

c. $3x^2y + 4xy^2 - xy(2x - 2y)$ (3)

12. a. Given: $k = b^2 - 1$. Determine the value of k when $b = -2$. (3)

b. Given $y = 3x - 7$. Determine y when $x = \frac{5}{6}$. (2)

13. Zama is doing an experiment where she is throwing a dice.

a. List all the possible outcomes. (2)

b. What is the probability that she will get:

i. a 6? (1)

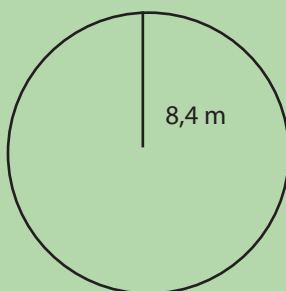
ii. a 0? (1)

iii. an even number? (1)

Total: (20)

Problem Solving

1. a. Naledi is 8 years older than her sister. The sum of their ages is 24. Write down an equation for the situation and use it to find Naledi's age. (2)
b. Nine added to a number gives four times the number. Set up an equation and solve it to find the number. (2)
2. If m = the cost of a milkshake and n is the cost of an ice-cream, which of the explanations below are described by the equation $m = 2n - 2$?
a. Twice the cost of the milkshake is two Rand less than the ice-cream.
b. Twice the cost of the ice-cream is two Rand less than the milkshake.
c. The cost of the milkshake is two Rand less than the ice-cream. (3)
3. a. A farmer wishes to fence a circular field with radius 8,4 metres. (Use $\pi = 3,14$). Round your answers to 1 decimal point



- i. How much fencing does he require? (2)
- ii. What is the area of the field? (1)

Total: (10)

Total: 100

Economic and Management Sciences

Programme of Formal Assessment

Formal assessment task requirement for Economic and Management Sciences are as follows:

GRADE	FORMAL ASSESSMENTS	SBA (40%)	FINAL EXAMINATION (60%)	TOTAL
7	<ul style="list-style-type: none"> 2 formal assessments 1 formal assessment – project 2 tests Mid-year examination End-of-year examination 	Refer to Programme of Assessment	Refer to Programme of Assessment	100
8	<ul style="list-style-type: none"> 2 formal assessments 1 formal assessment – project 2 tests Mid-year examination End-of-year examination 	Refer to Programme of Assessment	Refer to Programme of Assessment	100
9	<ul style="list-style-type: none"> 2 formal assessments 1 formal assessment – project 2 tests Mid-year examination End-of-year examination 	Refer to Programme of Assessment	Refer to Programme of Assessment	100

Grade 7

Form of assessment	Assignment	Controlled test	Case study	Mid-year examination	Project	Controlled test	Final examination
Tool(s) of assessment	Rubric/ Memo	Memo	Rubric/ Memo	Memo	Rubric/ checklist	memo	memo
Total Marks	30 marks	50 marks	30 marks	75 marks	50 marks	100 marks	150 marks
Date of completion	Week 5	Week 10	Week 6	Week 9	Week 6	Week 10	Week 10
Time allocation		60 minutes		60 minutes		90 minutes	120 minutes

As per strengthening CAPS

- Term 2 Exam: 100 marks – 90 min
- Term 3 Controlled test: 50 marks - 60 min

Grade 8

Form of assessment	Assignment	Controlled test	Project	Mid-year examination	Case study	Controlled test	Final examination
Tool(s) of assessment	Rubric/ Memo	Memo	Rubric/ checklist	Memo	Rubric/ memo	memo	memo
Total Marks	30 marks	50 marks	50 marks	75 marks	30 marks	100 marks	150 marks
Date of completion	Week 5	Week 10	Week 6	Week 9	Week 7	Week 10	Week 10
Time allocation		60 minutes		60 minutes		60 minutes	120 minutes

As per strengthening CAPS

- Term 2 Exam: 100 marks – 90 min
- Term 3 Controlled test: 50 marks - 60 min

Grade 9

Form of assessment	Assignment	Controlled test	Project	Mid-year examination	Case study	Controlled test	Final examination
Tool(s) of assessment	Rubric/ Memo	Memo	Memo	Memo	Rubric/ memo	memo	memo
Total Marks	50 marks	100 marks	50 marks	100 marks	50 marks	100 marks	200 marks
Date of completion	Week 5	Week 10	Week 7	Week 9	Week 5	Week 10	Week 10
Time allocation		60 minutes		60 minutes		60 minutes	120 minutes

As per strengthening CAPS

Term 2 Exam: 150 marks - 90 min

Economic and Management Science Cognitive Developmental levels

Tests and examinations must cater for a range of cognitive levels. The following is the suggested weighting for the Senior Phase:

COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
Lower Order:	Assessing knowledge and remembering	30%
Middle Order:	Assessing understanding and application	40%
Higher Order:	Analysing, evaluating and creating	30%

A formal assessment example showing the use of the cognitive level questions in the required percentages

Grade 8

Lower Order

Question One

State whether the following statements are TRUE or FALSE.

1. The government protects the people from threats only within the country. (2)
2. All income received by the government from taxes is deposited in the state revenue account. (2)
3. Modern societies are similar to traditional societies as they are also globalised. (2)

Total: (6x5) 30

Middle Order

Question Two

Match Column A with Column B. Do not rewrite the entire sentence, just the number from Column A and the correct letter of the alphabet from Column B for example 3.1 A

COLUMN A	COLUMN B
1. The institution collects the taxes for the state	A. Population
2. Inhabitants of a particular area, town or Country	B. Loss
3. Income is greater than expenses	C. Cash register
4. Prints a detachable copy of proof of Payment	D. Profit
	E. SARS

Total: (8x5) 40

High Order

Question Three

1. Describe the different types of assets. (2)
2. What are the advantages of development? Name three. (3)
3. Define the parties to a cheque. (1)

Total: (6x5) 30

Total: 100

Technology

Programme of Formal Assessment

Technology is a subject with a vital practical component.

In the GET Band, while the subject is general, it has four foci, which may lead to specialisation in the FET Band.

Unlike the FET Band where each specialisation has one PAT (Practical Assessment Task) making up 33,3% of the Final Examination mark (25 out of 75), in the GET Band each of the foci has a Mini-PAT which together will make up 33,3% of the Final Examination mark (20 out of a possible 60).

As per CAPS

Table 1: Formal Assessment in Grades 7, 8 and 9 Technology				
	INFORMAL DAILY ASSESSMENT	FORMAL ASSESSMENT: TERM MARKS		
		Practical Tasks & Theory Test / Examination		TOTAL
	Enabling Tasks	Mini-PAT	Term Test / Examination	Term Mark
Term 1	0%	70%	30%	100%
Term 2		70%	30%	100%
Term 3		70%	30%	100%
Term 4		70 marks = 100%	No test	100%
	CASS Component: 40%	Final examination Component: 60%	Examination: 40	Promotion
	Continuous Assessment: Test & Mini PATs 40	Combined Mini-PAT: 20	40	
	Term1 + Term2 + Term3 + Term4	T1 + T2 + T3 + T4	40	100
	10 + 10 + 10 + 10	5 + 5 + 5 + 5		

As per strengthening CAPS

- Reduce Mini – PAT to two per semester and the second Mini – PAT should be done in the third Term
- Use the Basic Minimum resources document to procure the resources
- Use the IDMEC process per Term. For example, the formal assessment tasks for Term 1 can include an Investigation task and a Communication task or a combination of any of the components of the IDMEC process.
- Ignore the 5+5+5+5 = 20 allocation.
- Change “Mini – PAT” to “PAT”

Technology Cognitive Developmental Levels

RECALL	UNDERSTANDING	APPLICATION	ANALYSE	SYNTHESISE	EVALUATE
ROUTINE	DIAGNOSTIC	STRATEGIC	INTERPRET	CREATE	
Low Order	Middle Order		Higher Order		
30%	40%		30%		
Count	Classify	Change	Breakdown	Arrange	Appraise
Define	Compare	Compute	Differentiate	Combine	Conclude
Identify	Convert	Construct	Discriminate	Compile	Construct
Label	Discuss	Demonstrate	Investigate	Construct	Critique
List	Distinguish	Draw	Relate	Create	Criticize
Match	Define	Illustrate	Separate	Design	Decide
Name	Describe	Predict	Subdivide	Formulate	Evaluate
Outline	Estimate	Relate		Generalise	Grade
Point out	Generalise	Solve		Generate	Justify
Quote	Give examples	Use		Group	Interpret
Recite	Illustrate			Integrate	Support
Repeat	Infer			Organise	Recommend
Reproduce	Interpret			Summarise	
Select	Match				
State	Paraphrase				
Trace	Restate				
	Rewrite				
	Select				
	Summarise				

A formal assessment example showing the use of the cognitive level questions in the required percentages

Grade 8

Lower Order

- 1 List three possible causes of structural failure. (3)
- 2 Identify and state one use of the following structural metal sections.

a)



b)



c)



-
-
3. Name the force acting on the handles of a plastic shopping bag that is full of groceries. (1)

Total: (10x3) 30

Middle Order

-
-
-
- 4 What is structural failure? (3)
5. Explain the difference between dynamic forces and static forces. (4)
6. Discuss how plywood is adapted to withstand forces. (3)

Total: (10x4) 40

High Order

7. Explain why a concrete beam is reinforced with steel. (5)
8. Discuss the consequences of structural failure occurring on a bridge at 07h00. (5)

Total: (10x3) 30**Total: 100**

The above is a very simple representation of the way in which the percentages of the levels are weighted. You can have any number of questions with the appropriate mark allocation within each of the levels – just ensure that it forms the required percentage of the levels in the overall asses

Creative Arts

CREATIVE ARTS PROGRAMME OF FORMAL ASSESSMENT									
	Term 1			Term 2			Term 3		
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	
Art Form	Art Form 1	Art Form 2	Art Form 1	Art Form	Art Form 1	Art Form 2	Art Form 1	Art Form 2	
Form/types of assessment	Practical Task	Practical Task	Practical & Written Exam	Practical & Written Exam	Practical Task	Practical Task	Practical & Written Exam	Practical & Written Exam	
Tool(s) of Assessment	Rubric	Rubric	Rubric & Memo	Rubric & Memo	Rubric	Rubric	Rubric & Memo	Rubric & Memo	
Time Allocation	Week 7-10	Week 7-10	Week 7-10	Week 7-10	Week 7-10	Week 7-10	Week 7-10	Week 7-10	
Date of Completion	End of term	End of term	End of term	End of term	End of term	End of term	End of term	End of term	
Total Marks	50	50	100	100	50	50	100	100	
Weighting SBA%/EXAM %	5	5	10	10	5	5	30	30	
Content Focus: Knowledge and Skills	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	As per ATP per art form per term	

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

COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
Lower Order:	Remembering Understanding	30%
Middle Order:	Applying Analysing	40%
Higher Order:	Evaluating Creating	30%

A formal assessment example showing the use of the cognitive level questions in the required percentages

Grade 7

Lower Order	
1. Why is resonance important for speaking on stage?	(2)
2. Explain one exercise which would help open the resonators.	(2)
3. What should happen at the end of a play?	(1)
4. Why is it important to have a clear beginning in a play?	(2)
5. Why is tension in the body damaging to a performance?	(3)
Total: (10x3) 30	
Middle Order	
6. Discuss how the loosening and energising games have helped you in the drama class.	(4)
7. Why does a play need a conflict?	(4)
8. Evaluate how effective your conflict was in the improvisation you performed in Term 1.	(3)
9. Explain the effects on the audience and the rest of the group if one member does not listen and concentrate while performing.	(4)
10. What vocal qualities would you use if you were playing an angry, old man? Give reasons for your answer.	(5)
Total: (20x2) 40	
High Order	
11. Explain in detail the process of breathing for speech.	(5)
12. You have performed either a choral verse or folktale this term. Choose one of the ways in which your group communicated to the audience with your bodies and explain why it was effective.	(5)
13. Decide whether your performance would have worked well on an arena stage or 'theatre-in-the-round' and give reasons for your answer.	(5)
Total: (15x2) 30	
Total: 100	

Life Orientation

Programme of Formal Assessment

TERM	GRADE 7	GRADE 8	GRADE 9	MARK PER TERM	
				Recording	Reporting
1	Written task	Written task	Written task	70	100
	PET	PET	PET	30	
2	Mid-year examination	Mid-year examination	Mid-year examination	70	100
	PET	PET	PET	30	
3	Project	Project	Project	70	100
	PET	PET	PET	30	
4	End-of-year examination	End-of-year examination	End-of-year examination	70	100
	PET	PET	PET	30	
	Total			400	400

Any changes to Assessment?

No changes have been made to Life Orientation in this phase.

Life Orientation Cognitive Developmental Levels

Formal assessment in Life Orientation catering for a range of cognitive levels and abilities of learners is as follows:

WEIGHTING	COGNITIVE LEVEL	BLOOM'S TAXONOMY	EXAMPLES
40%	Lower order	Levels 1 & 2	Name, state, identify, list, describe, relate
40%	Middle order	Levels 3 & 4	Discuss, explain, describe
20%	Higher order	Levels 5 & 6	Evaluate, synthesize, critically evaluate, examine

A formal assessment example showing the use of the cognitive level questions in the required percentages

Grade 8

Lower Order

1. Choose one of the following careers and then answer the following questions:

Doctor	salesperson	computer	technician	fashion
designer	bank teller			
- 1.1 What career category does it belong to? (1)
- 1.2 Name one interest that a person thinking of following this career should have. (1)
- 1.3 Name one ability or thing that he or she should be good at. (1)
- 1.4 Name one thinking or learning skill he or she should have. (1)
- 1.5 Name one school subject that is relevant to this career. (1)
2.
 - 2.1 Give three reasons why some people become addicted to drugs or alcohol (3)
 - 2.2 Name (a) two long-term and (b) two short term consequences of substance abuse. (4)
 - 2.3 What help is available for people who have problems with substance abuse. Give two different avenues you could follow. (2)
3. You are moving to a new school in a different province. Write down 3 ideas for how you can make new friends. (3)
4. Name 3 characteristics of healthy relationships. (3)

Total: (20x2) 40

Middle Order

5. Complete the following paragraph by filling in the missing words. You need write only the number and the word.

- 5.1 Someone who learns best by listening is said to have an _____ learning style.
- 5.2 Someone who is said to have a kinaesthetic learning style learns best by _____.
- 5.3 It is helpful to someone with a _____ learning style to use highlighters and coloured pens to circle words and underline important information.
- 5.4 If you like to make numbered list of information to help you study you are probably a _____ learner.
- 5.5 If you are good at telling stories and playing word and memory games you probably prefer the _____ style of learning. (5)

6. Read the following letter from a teenage website (from your text book), Apply the IDEAL problem solving steps to solve this problem.

My friend is driving me crazy. We have been friends since primary school, mostly because our dads work together and because we go to the same church. We are starting high school now and she is really clinging to me. I want to hang around with my new friends but every time I turn around there she is! She is a bit of a nerd and doesn't fit in with my new group. I'm afraid she's going to ruin my chance to get in with the "in" crowd. She has spent the whole holiday glued to my side. How can I 'unstick' her before we go back to school.

(5)

7. Write a paragraph of 5-8 lines on the role of work in relation to South Africa's social and economic needs. Your paragraph should include:

- A brief explanation of what South Africa's main social and economic needs are, including some examples. (3)
- An explanation of how some of these needs are met by work. (3)
- A description of some of the challenges in meeting these needs. (2)
- Some suggestions of how they could be better met. (2)

Total: (20x2) 40

High Order

8. Write a short explanation of each of the following concepts:

- Self concept (3)
- Self motivation (3)
- Sexuality (3)
- Peer pressure (3)
- Learning styles (3)

I'm 14 years old and I was a regular boy until about 4 weeks ago when this gay man spoke at my school. He said he realized he was gay when he was my age. This got me really scared and made me start to think about it. Four weeks later and I still can't stop thinking about it even when I try. I haven't been the same; it's made me sad. I still think girls are hot but I'm just scared because I don't want to be gay. I also haven't been out with a girl since last summer because no girls have taken interest in me. Is this normal? Please help?

(5)

Total: 20

Total: 100

Natural Sciences

NATURAL SCIENCES PROGRAMME OF FORMAL ASSESSMENT GRADE 7						
	Term 1		Term 2		Term 3	
Form of Assessment	Practical task/ investigation	Test	Practical task/ investigation	Examination	Project	Test
Tools of Assessment	Rubric/memo/ checklist	Memo	Rubric/memo/ checklist	Memo	Rubric/memo/ checklist	Memo
Minimum marks	20	60	20	80	30	60
Maximum Time Allocation	Dependent on nature of the task and content	90 minutes	Dependent on nature of the task and content	120 minutes	Dependent on nature of the task and content	90 minutes
Content and skills focus	Term 1	Term 1	Term 2	Term 1 and 2	Any term (1-3)	Term 3
No. of Tasks	2		2		2	1

NATURAL SCIENCES PROGRAMME OF FORMAL ASSESSMENT GRADE 8						
	Term 1		Term 2		Term 3	
Form of Assessment	Practical task/ investigation	Test	Practical task/ investigation	Examination	Project	Test
Tools of Assessment	Rubric/memo/ checklist	Memo	Rubric/memo/ checklist	Memo	Rubric/memo/ checklist	Memo
Minimum marks	20	60	20	90	30	60
Maximum Time Allocation	Dependent on nature of the task and content	90 minutes	Dependent on nature of the task and content	120 minutes	Dependent on nature of the task and content	90 minutes
Content and skills focus	Term 1	Term 1	Term 2	Term 1 and 2	Any content for year	Term 3
No. of Tasks	2		2		2	1

NATURAL SCIENCES PROGRAMME OF FORMAL ASSESSMENT GRADE 9						
	Term 1		Term 2		Term 3	
Form of Assessment	Practical task/ Investigation	Test	Practical task/ Investigation	Examination	Project	Test
Tools of Assessment	Rubric/memo/ checklist	Memo	Rubric/memo/ checklist	Memo	Rubric/memo/ checklist	Memo
Minimum marks	20	70	20	100	30	70
Maximum Time Allocation	Dependent on nature of the task and content	90 minutes	Dependent on nature of the task and content	120 minutes	Dependent on nature of the task and content	90 minutes
Content and skills focus	Term 1	Term 1	Term 2	Term 1 and 2	Any content for year	Term 3
No. of Tasks	2		2		2	1

The cognitive demands of assessment

The cognitive demands of assessment used should be appropriate to the age and developmental level of the learners in the grade. Assessments in Natural Sciences must cater for a range of cognitive levels and abilities of learners within this context. The assessment tasks should be carefully designed to cover the content of the subject as well as the range of major skills that have been specified under the Process Skills. The Specific Aims, the topics and content and the range of major skills must be used to inform the planning and development of assessment tasks.

Cognitive levels for the assessment of content in Grades 7, 8 and 9

Setting tests and tasks for different cognitive levels	Knowing science	Understanding Science	Applying scientific knowledge	Evaluating, analysing, synthesising scientific knowledge
Percentages indicating the proportion of low, middle and high order questions in tasks, tests and exams	Low order questions 40%	Middle order questions 45%		High order questions 15%
Useful verbs to use when setting questions	State Name Label List Define Describe and others ...	Explain Compare Rearrange Illustrate Give an example Calculate Make a generalisation and others ...	Predict Apply Use knowledge to demonstrate Solve Implement Judge and others ...	Select Differentiate Analyse Infer Suggest a reason Interpret Discuss Categorise and others ...

A formal assessment example showing the use of the cognitive level questions in the required percentages

Grade 9

Lower Order

1. What are the names of the following elements?
 - a) Cl (1)
 - b) Ne (1)
 - c) Fe (1)
2. What are the symbols for the following elements?
 - a) zinc (1)
 - b) copper (1)
 - c) sodium (1)
3. Give the correct word/s for each of the following statements.
Write only the question number and your answer.
 - a) A laboratory acid that is used in car batteries. (1)
 - b) A measure of how acidic or basic a substance is. (1)
 - c) The reaction when an acid reacts with a base. (1)
 - d) Substances that we can use to tell if a solution is acidic or basic. (1)
 - e) The gas produced when an acid reacts with a metal. (1)
4. Write down the correct word from those in brackets in each of the following:
 - a) The thinner a conducting wire, the (greater/smaller) its resistance. (1)
 - b) A (transistor/rheostat) is a resistor which can be controlled to change the current in a circuit. (1)
 - c) When resistors are connected in (series/parallel), the sum of the voltmeter readings across each resistor equals the voltmeter reading across all the resistors together. (1)
 - d) The higher the temperature of a conductor the (lower/greater) the resistance. (1)

e) Domestic wall sockets are connected in (series/parallel). (1)

5. There are four statements, choose the correct statement out of the options below:

- a) Work is done when you lift, push or pull an object causing it to move.
- b) Work is done when you push an object but it does not move.
- c) Work is done when a force is exerted on an object, causing the object to move towards the force.
- d) Work is done when an object is held in one position suspended above the ground.

The correct statements are:

- A) a and b
- B) a, b and c
- C) a, c and d
- D) a, b, c and d (4)

Total: (20x2) 40

Middle Order

6. During an investigation, you burnt magnesium ribbon.

- a) What colour flame was produced? (1)
 - b) What does the magnesium react with when it burns? (1)
 - c) What product was formed? (1)
 - d) Write a balanced chemical equation to show the reaction. (3)
 - e) Is the product an acid or a base? Suggest how you could support your answer. (3)
 - f) What precaution did you have to take when observing this investigation? Explain why this precaution is necessary. (3)
7. a) What do metals tend to form when they react with water? (1)
- b) Is the product produced in the reaction above, acidic or basic? (1)

- c) Write the general reaction to show what happens when an acid reacts with the product you named in 7.1.1 (4)
- d) Write the balanced chemical equation of an example of the reaction in 4.3 above. (4)
- 8. a) What is meant by an electric circuit? (2)
- b) List the four major parts of an electric circuit. (4)
- c) Draw a circuit diagram which has two cells, an open switch and two light bulbs in parallel. (4)
- 9. a) You have three torch cells and you would like a light bulb to glow brighter. How would you connect the cells? (3)
- b) You have two similar light bulbs in a circuit. Explain how you would connect them so both will glow brighter. (3)
- c) Explain why resistors connected in series are an energy divider. (3)

In each of the following, choose the most correct alternative to correctly complete the statement or question. Write down just the correct letter.

10. An object that is positively charged will have

- A) an excess of electrons
- B) an excess of gained protons
- C) less electrons than protons
- D) more protons than electrons (4)

Total: (45)

High Order

11. A friend asks your advice about using steel to make the frame of a structure that he/she is building outdoors.

- Explain why the steel may form rust. (3)
- Suggest two ways in which your friend could prevent the steel frame from rusting. (4)

12. A municipality charges R1,00 per kilowatt hour for its customers to use electricity.

Answer the following questions about the use of electrical equipment in a house in this municipality.

- What is meant by 'a kilowatt hour'? (1)
- How many watts in one kilowatt? (1)

13. Study the diagrams of cells A to F and answer the questions below:



If the voltage of one cell is $1\frac{1}{2}$ volts which of these batteries would have a total voltage of:

- $1\frac{1}{2}$ volts
- 3 volts
- 0 volts
- 4.5 volts (6)

Total: (15)

Total: 100

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