



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **National Curriculum Statement (NCS)**

### **Curriculum and Assessment Policy Statement: Occupational Grades 8 & 9**

#### **PERSONAL CARE**

#### **HAIRDRESSING, BEAUTY AND NAIL TECHNOLOGY**

SECTION 1 .....	3
1.1 Background .....	3
1.2 Overview .....	3
1.3 General aims of the South African Curriculum .....	4
1.4 Time Allocation .....	6
1.4.1 Foundation Phase .....	6
1.4.2 Intermediate Phase .....	6
1.4.3 Senior Phase .....	7
1.4.4 Grades 10-12 .....	8
SECTION 2 .....	9
2.1 The subject Personal Care: Hairdressing Beauty and Nail Technology .....	9
2.2 Specific aims of Personal Care: Hairdressing, Beauty and Nail Care Technology .....	9
2.3 Time allocation for Personal Care: Hairdressing, Beauty and Nail Care Technology .....	10
2.4 Resources: Infrastructure, furniture, equipment and finances required to offer Grades 8 and 9 Personal Care: Hairdressing Beauty and Nail Care Technology .....	10
2.4.1 Infrastructure .....	10
2.4.2 Appliances and equipment required for the Training Salon .....	11
2.4.3 Financial Resources required to offer Grades 8 and 9 Personal Care: Hairdressing, Beauty and Nail Technology .....	13
2.4.4 Books and Magazines .....	14
SECTION 3 .....	16
3.1 Content overview .....	16
3.2 Practical work: Practical Lessons and Practical Assessment Task (PAT) .....	18
3.3 Annual Teaching Plans (ATP) for Grades 8 & 9 Personal Care: Hairdressing, Beauty and Nail Technology .....	18
3.4 Content outline per term in Grade 8 .....	20
3.5 Content outline per term in Grade 9 .....	31
SECTION 4 .....	40
4.1 Introduction .....	40
4.2 Informal or Daily Assessment .....	40
4.3 Formal Assessment .....	40
4.4 Types of Formal Assessment Tasks .....	44
4.5 Recording and Reporting .....	47
4.6 Moderation of Assessment .....	48
4.7 General .....	49

## SECTION 1

### Introduction to the Curriculum and Assessment Policy Statement: Occupational Grade 8 and 9 Beauty, Hairdressing and Nail Technology.

#### 1.1 Background

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

#### 1.2 Overview

(a) The *National Curriculum Statement Grades R – 12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

- (i) National Curriculum and Assessment Policy Statements for each approved school subject;
- (ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and
- (iii) The policy document, National Protocol for Assessment Grades R – 12 (January 2012).

(b) The *National Curriculum Statement Grades R – 12 (January 2012)* replaces the two current national curricula statements, namely the

- (i) *Revised National Curriculum Statement Grades R - 9, Government Gazette No. 23406 of 31 May 2002, and*
- (ii) *National Curriculum Statement Grades 10 - 12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.*

(c) The national curriculum statements contemplated in subparagraphs (a) and (b) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R – 12 (January 2012)* during the period 2012-2014:

- (i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 – 12;
- (ii) The policy document, *National Policy on assessment and qualifications for schools in the General Education and Training Band d*, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;
- (iii) The policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, promulgated in Government Gazette No.27819 of 20 July 2005;
- (iv) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and*
- (v) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12),*

promulgated in *Government Notice No. 1267* in *Government Gazette No. 29467* of 11 December 2006.

- (d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12*. It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

### **1.3 General aims of the South African Curriculum**

- (a) The *National Curriculum Statement Grades R - 12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

**(b) The National Curriculum Statement Grades R - 12 serves the purposes of:**

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

**(c) The National Curriculum Statement Grades R - 12 is based on the following principles:**

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement

Grades R – 12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;

- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

**(d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:**

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

**(e) Inclusivity** should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

## 1.4 Time Allocation

### 1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

Subject	Grade R (Hours)	Grades 1-2 (Hours)	Grade 3 (Hours)
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
<b>Total</b>	<b>23</b>	<b>23</b>	<b>25</b>

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades R – 2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

### 1.4.2 Intermediate Phase

The instructional time in the Intermediate Phase is as follows:

Subject	Hours
Home Language	6
First Additional Language	5
Mathematics	6
Natural Science and Technology	3,5
Social Sciences	3
Life Skills	4
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
<b>Total</b>	<b>27,5</b>

### 1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

Subject	Hours
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Science	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Arts and Culture	2
A maximum of two subjects can be selected from the list of thirteen Elective Occupational subjects to replace any two of the following: Technology, Creative Arts and/or Economic and Management Sciences. The instructional time for these subjects is 2 hours each.	
<b>Total</b>	<b>27,5</b>
<b>Elective Occupational Subjects (Not more than 2)</b>	
1. Agricultural Studies	Time Allocation per week: 2 hours each
2. Ancillary Health Care Studies	
3. Art and Design	
4. Digital Technology	
5. Early Childhood Development	
6. Mechanical Technology	
7. Electrical Technology	
8. Civil Technology	
9. Personal Care: Hairdressing, Nail and Beauty Technology	
10. Services: Maintenance and Upholstery	
11. Services: Consumer Studies	
12. Services: Hospitality Studies	
13. Wholesale and Retail Studies	

#### 1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. A minimum of any three subjects selected from Group B <u>Annexure B, Tables B1-B8</u> of the policy document, <i>National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12</i> , subject to the provisos stipulated in paragraph 28 of the said policy document.	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for offering an additional subject.



## SECTION 2

### 2.1 The subject Personal Care: Hairdressing Beauty and Nail Technology

Beauty, hair and nail Technologists are expert professionals, skilled in personal care, give personal care guidance, advice and do massages. In personal care treatments, they are able to plan, implement and market treatments to paying clients. It creates a sense of well-being amongst clients to make them feel good, motivated and give pleasure to the mind by relaxing and resting.

Learners' explore different fields of expertise, like safety in a salon, reception duties as well as develop entrepreneurial skills

Learners will be trained to: (a) Set up a salon business; (b) coordinate and perform a salon service; and (c) perform personal care services to paying clients.

It is a profession that is constantly changing which means that learners need to be kept updated with the latest developments and will develop creative skills to enter the industry.

#### Topics to be studied in Personal care: Hairdressing, Beauty and Nail Care Technology

Beauty	Nail	Hairdressing
The hairdressing industry	The hairdressing industry	The hairdressing industry
Sanitation and hygiene	Sanitation and hygiene	Sanitation and hygiene
Business	Business	Business
Professional behaviour in the salon	Professional behaviour in the salon	Professional behaviour in the salon
Beauty Technology	Nail Technology	Hair Technology

### 2.2 Specific aims of Personal Care: Hairdressing, Beauty and Nail Care Technology

This qualification recognizes the basic skills, knowledge and values acquired by learners to operate within the Personal Care industry. The aim of the qualification is to develop learners who, after completion, will be skilled efficiently to prepare for entry into the industry.

In Grades 8 and 9 the Personal Care: Hairdressing, Beauty and Nail Care Technology the Learner will study

- The Personal Care industry
- Maintaining a clean, safe and sanitised working environment
- Professional conduct
- Communication with clients
- Receiving and attending to clients and solve complaints
- Time Management
- Offering a service to paying clients

## **2.3 Time allocation for Personal Care: Hairdressing, Beauty and Nail Care Technology**

The compulsory teaching time is two hours per week. As this subject involves practical work which constitutes 50% of the end-of-year promotion or certification marks, 90 minutes of this allocated time of two hours must be one continuous period for practical work.

## **2.4 Resources: Infrastructure, furniture, equipment and finances required to offer Grades 8 and 9 Personal Care: Hairdressing Beauty and Nail Care Technology**

The school is responsible to ensure that a teacher has the required prescribed infrastructure, equipment, consumables and financial resources to implement quality teaching and learning in the subject.

**It is compulsory for a school registered to offer Beauty and Nail Technology to have access to:**

- The prescribed infra-structure and equipment to offer the subject.
- Protective uniforms
- A Laptop and Data projector to expose learners to current culinary trends and to access teaching and learning resources.
- A mobile trolley with lockdown wheels for display and demonstration of teaching resources and equipment for practical lessons.
- Good housekeeping principles require that all work spaces to be cleaned and sanitized regularly. A suitable waste removal system should be in place to accommodate waste. The requirements of the Occupational Health and Safety (OHS) Act 85 of 1993 need to be complied with at all times.
- Safety rules and signs must be visible in the Training Salon.

### **2.4.1 Infrastructure**

#### **A. Front Office and Reception area**

Floor space, furniture and equipment to simulate a front office to practice office administration and reception skills. An office is suggested, leading off the salon, with a telephone (for orders and bookings) and a computer and printer for invoices.

#### **B. The Training Salon**

The context of the school will determine the number and type of equipment. The subject requires the planning, preparation and personal care services to paying clients.

## Infrastructure

- A work space for 20 learners to fully participate in the teaching and learning process
- Enough ventilation and lighting
- The floor must be covered with non-slip tiles
- It is advisable that at least three-quarters of three of the wall surface should be tiled
- It is advisable that at least one wall surface should be covered in mirrors
- Sufficient supply of electrical plug points at work stations
- Sufficient supply of water outlets with hot and cold water
- A secure cupboard for the equipment and stock to be stored
- **A primary Storeroom** large enough to store small equipment and stock should be available.
- A storeroom for teaching resources and portfolios of evidence;
- Storerooms must have a **safety door** and **burglar proof windows** as well as a **burglar proof ceiling**, and an alarm system should be installed.

## C Theory Classroom

- A classroom with loose desks and chairs is required to teach the theory for Beauty and Nail Technology. The training salon may not be used as a classroom for teaching of theory, to comply with principles for health, hygiene and critical cross point contamination.
- Teaching and learning takes place in an environmentally friendly space where sustainable practices can be taught and implemented effectively.

### 2.4.2 Appliances and equipment required for the Training Salon

The context of the school should be considered where resources are lacking. The better equipped the salon is, improves and opens the opportunity to train more skills to achieve the qualification.

#### Equipment required for a Beauty Technology Training Salon

Fixtures and furniture	Consumables products	Consumables tools
Beauty	Beauty	Beauty
Plinth	Facial gel wash	Facial sponge
Therapist chair	Facial exfoliated	Cotton wool
Magnifying lamp	Facial toner	Vaseline
	Facial cleanser	Ear buds
	Facial mask	Cleansing bowls
	Vaseline	Bed covers
	Moisturizer	Tweezer
	Lash tint / 5 vol peroxide	Applicator brush

## Equipment required for a Nail Technology Training Salon

Nail	Nail	Nail
Workstations	Hand sanitiser	Stainless steel cuticle pusher
Chairs	Hand soak – powder	Buffing blocks
Desk lamp	Hand and feet lotion	Nail files
	Base coat	Cuticle sand sticks
	Nail varnish	Cotton wool
	Acetone	Nail art stickers
	Cuticle oil	Towels
	Quick dry	

## Equipment required for a Hairdressing Training Salon

CAUCASIAN		
Shampoo basins	Shampoo's	Hood hairdryers (optional)
Mirrors	Conditioner	Hand held hairdryers
Fixed workstations	Treatment / mask	Towels
Styling chairs		Capes
Safety signs	Styling lotions	Aprons
Mannequins	Gels	Combs
	Hairspray	Blow-dry brushes
	Mousses	Tint brushes
	Hair colour	Bowls
	Bleach	Sectioning clips
	Peroxide (10, 20, 30, 40 vol.)	Water spray bottles
	Machine oil for hair clippers	Curling tongs
		Ceramic irons

AFRO		
Shampoo basins	Shampoo's	Hood hairdryers (optional)
Mirrors	Conditioner	Hand held hairdryers
Fixed workstations	Treatment / mask	Towels
Styling chairs	Hair food	Capes
Safety signs	Styling lotions	Aprons
	Gels	Combs
	Hairspray	Blow-dry brushes
	Mousses	Tint brushes
		Bowls
		Sectioning clips
		Water spray bottles
		Curling tongs
		Ceramic irons

BARBERING		
Shampoo basins	Shampoo's	
Mirrors	Conditioner	Hand held hairdryers
Fixed workstations	Treatment / mask	Towels
Styling chairs	Styling lotions	Capes
Safety signs	Gels	Aprons
Barber chairs	Hairspray	Combs
Mannequins	Face cleanser and toner	Blow-dry brushes
	Tweezer	Tint brushes
	Eye brow tint	Bowls
	Highlighting cap and needle	Sectioning clips
		Water spray bottles
		Curling tongs
		Ceramic irons

Equipment and apparatus may be used for teaching purposes only. The teacher is responsible for:

- Annual stock control in the presence of the Departmental or Subject Head;
- Keeping the training kitchen and storeroom locked at all times; when he/she is not present in the classroom.

#### Example of a stock book

Name and description of items (alphabetical)	2021						2022						2023						2024					
	Stock on hand	Number received	Date received	Supplier	Invoice number		Stock on hand	Number received	Date received	Supplier	Invoice number		Stock on hand	Number received	Date received	Supplier	Invoice number		Stock on hand	Number received	Date received	Supplier	Invoice number	
1																								
2																								
3																								
4																								

#### 2.4.3 Financial Resources required to offer Grades 8 and 9 Personal Care: Hairdressing, Beauty and Nail Technology

##### Financial resources must be available to:

- Complete the Practical lessons for SBA and Practical Examination for PAT as prescribed in the NCS CAPS Policy Statement for Hairdressing, Beauty and Nail Technology.
- Regularly maintain equipment as required.
- Regularly replace equipment as required.
- Give learners access to additional subject related reading material in class.
- Access current global trends in the industry.
- Display and access current 21<sup>st</sup> Century teaching resources.
- Ensure that learners develop and strengthen 21<sup>st</sup> Century skills to bridge the gap into the workplace more effectively.

#### Example of a budget for Practical Lessons and the Practical Assessment Task.

The budget for the next academic year should be prepared annually and be ready for submission to the Financial School Management Team at the beginning of September for approval. All evidence of the submission and feedback /approval from the Management Team must be kept in safekeeping. All evidence submitted with the feedback/approval must be stamped, dated and signed.

#### The following evidence must be available:

- Approved budget for the relevant academic year.
- A Bookkeeping journal that reflects evidence of all income and expenditures. This is updated regularly to inform planning and responsible spending per quarter.
- A clear breakdown of funding per grade for: (a) Practical Lessons; (b) PATs; (c) Maintenance of equipment; (d) Replacement of equipment; (e)
- All invoices and receipts of purchases.
- All receipts of additional funds that were raised/sponsored and paid into the Hospitality fund for practical work.

Grade	Number of practical lessons	Cost per practical lesson	Cost per practical exam (individual work)
Gr 8			R20 per practical skills test learner
Gr 9			R30 per practical skills test per learner

Grade	Number of learners	Number of lessons	Total cost for practical lessons	Cost for two practical examinations	Total
Gr 8					
Gr 9					
Total for practical work to be done by learners					
Maintenance and/or upgrading of equipment					
Purchasing new equipment, replacing broken articles:					
Teaching resources					
Total including maintenance and new equipment					

Note: Where funding is not available, a sponsorship can be sourced from NGO's or the private sector.

#### 2.4.4 Books and Magazines

- Every learner must have an approved textbook;
- The teacher should have several textbooks, dictionaries and other reading material relevant to the option selected by the school;
- The classroom should have access to Subject- Specific dictionaries;
- A number of good South African Hair, Beauty and Nail Care books for salon service should be available in the classroom;
- The school should subscribe to Hair/Beauty and Nail Care Magazines to stay up to date with new trends, and to find examples that reflect these trends;



## SECTION 3

### OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

#### 3.1 Content overview

Beauty Technology		
Topic	Grade 8	Grade 9
<b>The Beauty industry</b>	History of the beauty industry The layout Employees and their responsibilities of a beauty salon Beauty products, tools and equipment Safety in the salon Disposal of hazardous materials	Décor and ambiance of a salon Career opportunities Safety
<b>Sanitation and Hygiene</b>	<b>Running a business in the Beauty Industry</b> Working environment Sterilisation Disorders and diseases	Personal hygiene Sterilisation Anatomy of skin and hair Disorders and diseases
<b>Entrepreneurship</b>	Reception and administration Service offered	Reception and administration Retail Finishing off services
<b>Professional behaviour in the salon</b>	Posture Communication	Time management
<b>Beauty Technology</b>	Beauty workstation Face preparation Day make up	Advanced facial cleanse Brow and lash tinting Evening make up

Nail Technology		
Topic	Grade 8	Grade 9
<b>The Nail Industry</b>	History of the nail industry in South – Africa The layout of a nail salon Furniture and equipment Human resources Safety	Décor and ambiance of a salon Career opportunities Safety
<b>Sanitation and hygiene</b>	Working environment Sterilisation Disorders and diseases	Personal hygiene Sterilisation Anatomy of skin and hair Disorders and diseases
<b>Entrepreneurship</b>	<b>Running a business in the Nail Industry</b> Reception and administration Service offered	Reception Retail Finishing off services
<b>Professional behaviour in the salon</b>	Posture Communication	Time management
<b>Nail technology</b>	Nail workstation Anatomy of the nail Nail preparation and painting	Manicure and Pedicure Cutting and filling of the nail Application of gel



<b>Hairdressing Technology</b>		
<b>CAUCASIAN</b>		
<b>Topic</b>	<b>Grade 8</b>	<b>Grade 9</b>
<b>Generic salon skills</b>	Health and safety Personal effectiveness Personal presentation Reception	
<b>Customer Services</b>	Consultation and advise Anatomy of hair and skin Promote services and products	Promote services and products
<b>Hairdressing Technical Services</b>	Shampooing and Conditioning hair Style and dress hair	Colouring hair

<b>AFRO</b>		
<b>Topic</b>	<b>Grade 8</b>	<b>Grade 9</b>
<b>Generic salon skills</b>	Health and safety Personal effectiveness Personal presentation Reception	
<b>Customer Services</b>	Consultation and advise Anatomy of hair and skin Promote services and products	Promote services and products
<b>Hairdressing Technical Services</b>	Shampooing and Conditioning hair Style and dress hair	Straightening of hair Style and dress hair

<b>BARBERING</b>		
<b>TOPIC</b>	<b>Grade 8</b>	<b>Grade 9</b>
<b>Generic salon skills</b>	Health and safety Personal effectiveness Personal presentation Reception	
<b>Customer Services</b>	Consultation and advise Anatomy of hair and skin Promote services and products	Promote services and products
<b>Hairdressing Technical Services</b>	Shampooing and Conditioning hair Style and dress hair	Men's facial massage and treatment Trimming beards and moustaches

### 3.2 Practical work: Practical Lessons and Practical Assessment Task (PAT)

- The teacher demonstrates the practical lesson/skill and then learners practice the task /skill to prepare for the implementation of the task.
- Practical work and lessons and PAT's are performed in the Training Salon. Offering the subject without the necessary infrastructure, equipment and financial resources for practical lessons and PAT's is not allowed.
- Omitting some of the practical work/lessons means that learners are deprived of the full curriculum.
- Practical lessons form part of formal SBA assessment. See Section 4.
- A minimum of 9 Practical lessons and 3 Skills Tests per year for Grades 8 and 9 are required.
- Exemplar Practical Lessons are indicated in the teaching plans for Grades 8 and 9. Suggested examples may be replaced with another example if better suited to the context of the school.

### 3.3 Annual Teaching Plans (ATP) for Grades 8 & 9 Personal Care: Hairdressing, Beauty and Nail Technology

- Each week / five-day cycle has compulsory contact time for Grades 8 and 9 Personal Care: Hairdressing, Beauty and Nail Technology

This includes:

- **Theory:** 30 minutes to teach the theoretical content.
- **Practical Lessons:** 1.5 hours to teach the theory for practical and Practical Lessons.
- Teaching plans should be completed over a quarterly ten week period. It is the teacher's responsibility to design and develop a **Work Schedule**.
- The **Work Schedule** accommodates the number of weeks in each term according to the school calendar.
- The **Work Schedule** reflects the teaching plan for the theoretical component of 30 minutes per week or 5 day cycle, to include informal assessment and formal assessment activities.
- The **sequence of content** *within a term* is **not compulsory**. The teacher may re-arrange to cover the content in a sequence better suited to the context of the school. **It is compulsory to complete all the content** in the teaching plan for the term.
- The teaching plan for the **practical lessons** and the **PAT** is also reflected on the **Work Schedule**.
- The infusion of the following focus topics throughout the teaching plans
- is compulsory:
  - Awareness of career opportunities / job creation

- Awareness of service excellence
- Awareness of self-employment/entrepreneurship
- Implementing sustainable and eco-friendly business practices to curb global warming.

### 3.4 Content outline per term in Grade 8

#### 3.4.1 Grade 8: Term 1 - Beauty Technology

<b>Two (2) hours per week</b> <b>(Theory: 30 minutes + Practical lessons: 90 minutes )</b> <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> March Test and 3 x Practical lessons			<b>Formal assessment</b>  <b>Test</b> 25% <b>Practical lessons</b> 75%
Week	Topic	Content	<b>Practical work</b> <i>(3x Practical Lessons to be completed)</i> <i>Exemplar Practical Lessons</i>
1	The Beauty Industry	<b>Introduction to the subject:</b> <b>Personal Care: Hairdressing Beauty and Nail Technology</b>  <b>Introduction to the Beauty Industry:</b> <ul style="list-style-type: none"> <li>History and Terminology of the beauty industry</li> <li>The layout</li> <li>Employees and their responsibilities of a beauty salon</li> <li>Beauty products, tools and equipment</li> </ul> <b>Safety in a Beauty salon</b> <ul style="list-style-type: none"> <li>Safety in the salon</li> <li>Disposal of hazardous waste.</li> </ul>	<b>Training Salon</b> <ul style="list-style-type: none"> <li>Rules and Safety procedures</li> <li>Introduction to procedures to follow during practical lessons.</li> </ul> <b>Waste Management</b> <ul style="list-style-type: none"> <li>Dry waste</li> <li>Wet waste</li> </ul> Sorting of dry and wet waste Sorting of hazardous waste  Entrepreneurial Opportunities in Waste Management
2	Health, Safety and Security	<b>Health ,Safety and Security</b> <ul style="list-style-type: none"> <li>Safety measures when working with, equipment and apparatus / appliances.</li> <li>Explain the basic laboratory safety rules;</li> <li>Use the fire extinguisher / blanket</li> <li>Basic first aid</li> <li>Work under supervision at all times</li> <li>Dangerous equipment must be locked in the safe place.</li> <li>Apply good hygiene practices.</li> </ul>	<b>Practical Lesson</b>  <b>Applying</b> <ul style="list-style-type: none"> <li>Safety Rules</li> <li>Basic First Aid</li> <li>Hygiene practices</li> <li>Safety precautions with electricity</li> <li>Using a fire extinguisher and blanket</li> </ul> <b>Identification Test</b>
3	Sanitation and hygiene	<b>Salon hygiene</b> <ul style="list-style-type: none"> <li>Working environment</li> <li>Sterilisation</li> <li>Disorders and diseases</li> </ul>	<b>Practical Lesson</b>  <b>Applying</b> <ul style="list-style-type: none"> <li>Handwashing procedures</li> <li>Sterilisation procedures in the salon</li> <li>Sanitation procedures in the salon</li> </ul> <b>Identification Test</b>
4	Running a business in the Beauty industry	<b>Administration and Service</b> <ul style="list-style-type: none"> <li>Reception</li> <li>Services offered in the salon</li> </ul>	<b>Practical Lesson</b> <b>How to:</b> <ul style="list-style-type: none"> <li>Greet a customer</li> <li>Determine the type and nature of service required</li> <li>Serve a customer</li> <li>Manage the quality of the service provided.</li> </ul>

Week	Topic	Content	<b>Practical work</b> <i>(3x Practical Lessons to be completed)</i> <b>Exemplar Practical Lessons</b>
			Provide a quality service and buying experience to the customer.
5	Professional behaviour in the salon	<b>Deportment and work ethics</b> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Communication</li> </ul>	<b>Practical Lesson</b> <b>Non-verbal communication of the:</b> <ul style="list-style-type: none"> <li>· Salon atmosphere</li> <li>· Working environment</li> <li>· Apparatus and equipment</li> </ul> <b>Verbal communication</b> <ul style="list-style-type: none"> <li>· Tone of communication with the client</li> <li>· Explain the procedure of the treatment</li> <li>· Setting the client at ease</li> </ul>
6-7	Beauty technology	<b>Services provided</b> <ul style="list-style-type: none"> <li>· Beauty workstation</li> <li>· Face preparation</li> <li>· Day make up</li> </ul>	<b>Practical Lesson</b> <b>Demonstrate</b> <ul style="list-style-type: none"> <li>· Facial cleanse</li> <li>· Shaping of eyebrows</li> <li>· Applying Day Make up</li> </ul>
8	Revision		<b>Skills Test 1</b>
9-10	Formal Assessment		<b>March Test</b>
<b>Formal Assessment</b>		<b>SBA</b> 3x Practical lessons (75) March Test (25)	<b>PAT Task 1</b> Skills Test 1 (25) <i>(Marks carried over to Term 4)</i>

### 3.4.2 Grade 8: Term 2 - Nail Technology

<b>Two (2) hours per week</b> <b>(Theory: 30 minutes + Practical lessons: 90 minutes )</b> <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> June Examination and 3 x Practical lessons			<b>SBA: Formal assessment</b>  <b>June Examination: 25%</b> <b>Practical lessons: 75%</b>
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	The Nail Industry	<b>Introduction to the Nail industry</b> <ul style="list-style-type: none"> <li>History and Terminology of the Nail industry</li> <li>The layout of the salon</li> <li>Employees and their responsibilities in a nail salon</li> <li>Nail products, tools and equipment</li> </ul> <b>Safety in a Nail salon</b> <ul style="list-style-type: none"> <li>Safety in the salon</li> <li>Disposal of hazardous materials</li> </ul>	<b>Training Salon</b> <ul style="list-style-type: none"> <li>Rules and Safety procedures</li> <li>Introduction to procedures to follow during practical lessons.</li> </ul> <b>Waste Management</b> <ul style="list-style-type: none"> <li>Dry waste</li> <li>Wet waste</li> </ul> Sorting of dry and wet waste Sorting of hazardous waste  Entrepreneurial Opportunities in Waste Management
2	Sanitation and Hygiene	<b>Salon hygiene</b> <ul style="list-style-type: none"> <li>Working environment</li> <li>Sterilisation</li> <li>Disorders and diseases</li> </ul>	<b>Practical Lesson</b>  <b>Applying</b> <ul style="list-style-type: none"> <li>Handwashing procedures</li> <li>Sterilisation procedures in the salon</li> <li>Sanitation procedures in the salon</li> </ul> <b>Identification Test</b>
3	Running a business in the Nail industry	<b>Administration and Service</b> <ul style="list-style-type: none"> <li>Reception</li> <li>Services offered in the salon</li> </ul>	<b>Practical Lesson</b> <b>How to:</b> <ul style="list-style-type: none"> <li>Greet a customer</li> <li>Determine the type and nature of service required</li> <li>Serve a customer</li> <li>Manage the quality of the service provided.</li> </ul> Provide a quality service and buying experience to the customer.
4	Professional behaviour in the salon	<b>Department and work ethics</b> <ul style="list-style-type: none"> <li>Posture</li> <li>Communication</li> </ul>	<b>Practical Lesson</b> <b>Non-verbal communication of the:</b> <ul style="list-style-type: none"> <li>Salon atmosphere</li> <li>Working environment</li> <li>Apparatus and equipment</li> </ul> <b>Verbal communication</b> <ul style="list-style-type: none"> <li>Tone of communication with the client</li> <li>Explain the procedure of the treatment</li> <li>Setting the client at ease</li> </ul>

Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
------	-------	---------	--

5-7	<b>Nail Technology</b>	<b>Services provided</b> <ul style="list-style-type: none"> <li>· Nail workstation</li> <li>· Anatomy of the nail</li> <li>· Nail preparation and painting</li> </ul>	<b>Practical Lesson</b> Setting up a <ul style="list-style-type: none"> <li>· Setting up a nail workstation</li> <li>· Nail preparation</li> <li>· Painting of nails</li> </ul>
8	Revision		Practical Skills Test 2
9-10	Formal Assessment		June Examination
Formal Assessment		<b>SBA</b>  3x Practical lessons (75) June Examination (25)	<b>PAT Task 1</b>  Skills Test 2 (25) <i>(Marks carried over to Term 4)</i>

### 3.4.3 Grade 8: Term 3 - Hairdressing Technology

#### A Caucasian Hair

<b>Two (2) hours per week</b> (Theory: 30 minutes + Practical lessons: 90 minutes ) <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> September Test and 3 x Practical lessons			<b>SBA: Formal assessment</b>  <b>September Test:</b> 25%  <b>Practical lessons:</b> 75%
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1	The Hairdressing Industry	<b>Introduction to the Hairdressing industry</b> <ul style="list-style-type: none"> <li>History and Terminology of the Hairdressing industry</li> <li>The layout of the salon</li> <li>Employees and their responsibilities in salon</li> <li>Hair products, tools and equipment</li> </ul> <b>Safety in a Nail salon</b> <ul style="list-style-type: none"> <li>Safety in the salon</li> <li>Disposal of hazardous materials</li> </ul>	<b>Training Salon</b> <ul style="list-style-type: none"> <li>Rules and Safety procedures</li> <li>Introduction to procedures to follow during practical lessons.</li> </ul> <b>Waste Management</b> <ul style="list-style-type: none"> <li>Dry waste</li> <li>Wet waste</li> </ul> Sorting of dry and wet waste Sorting of hazardous waste  Entrepreneurial Opportunities in Waste Management
2	Health Safety and Security	<b>Health and safety</b> <ul style="list-style-type: none"> <li>Identify hazards and evaluate the risk in your work place</li> <li>Reduce the risk to health and safety in your workplace</li> </ul>	<b>Practical Lesson</b>  <b>Applying</b> <ul style="list-style-type: none"> <li>Handwashing procedures</li> <li>Sterilisation procedures in the salon</li> <li>Sanitation procedures in the salon</li> </ul> <b>Identification Test</b>
3	Running a business in the Hairdressing industry	<b>Administration and Service</b> <ul style="list-style-type: none"> <li>Reception</li> <li>Services offered in the salon</li> <li>Make appointments and handle payments from clients</li> </ul>	<b>Practical Lesson</b>  <b>How to:</b> <ul style="list-style-type: none"> <li>Greet a customer</li> <li>Determine the type and nature of service required</li> <li>Serve a customer</li> <li>Manage the quality of the service provided.</li> </ul> Provide a quality service and buying experience to the customer.
4	Customer Service	<b>Consultation and advice</b> <ul style="list-style-type: none"> <li>Factors influencing services</li> <li>Identify what the client want</li> <li>Analyse the hair, skin and scalp</li> </ul> <b>Anatomy of the hair and skin</b> <ul style="list-style-type: none"> <li>Physical properties of the hair</li> <li>Physical properties of the skin</li> <li>Hair and scalp diseases, conditions</li> </ul>	<b>Practical Lessons</b>  <b>Practical Lesson</b> <b>Non-verbal communication of the:</b> <ul style="list-style-type: none"> <li>Salon atmosphere</li> <li>Working environment</li> <li>Apparatus and equipment</li> </ul> <b>Verbal communication</b> <ul style="list-style-type: none"> <li>Tone of communication with the client</li> <li>Explain the procedure of the treatment</li> <li>Setting the client at ease</li> </ul>



Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
5-7	<b>Hairdressing Technical Services</b>	<b>Shampooing and Conditioning hair</b> <ul style="list-style-type: none"> <li>· Maintain effective and safe methods of working when shampooing and treating the hair and scalp</li> <li>· Shampooing and conditioning the hair and scalp</li> <li>· Provide after care advise</li> </ul> <b>Style and dress hair</b> <ul style="list-style-type: none"> <li>· Maintain effective and safe methods of working when styling and finishing of hair</li> <li>· Blow-dry hair into shape</li> <li>· Thermal styling</li> <li>· Long hair designs</li> </ul>	<b>Practical Lessons</b> <ul style="list-style-type: none"> <li>· Shampooing, conditioning and scalp massage</li> <li>· Analysis of the hair and scalp</li> <li>· Blow-drying</li> <li>· Thermal styling</li> </ul>
8	Revision		Practical Skills Test 3
9-10	Formal Assessment		September Test
Formal Assessment		<b>SBA</b>  3x Practical lessons (75) September Test (25)	<b>PAT Task 1</b>  Skills Test 3 (25) <i>(Marks carried over to Term 4)</i>

### 3.4.3 Grade 8: Term 3 - Hairdressing Technology

#### B Afro Hair

<b>Two (2) hours per week</b> (Theory: 30 minutes + Practical lessons: 90 minutes ) <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> September Test and 3 x Practical lessons			<b>SBA: Formal assessment</b>  <b>September Test:</b> 25%  <b>Practical lessons:</b> 75%
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	The Hairdressing Industry	<b>Introduction to the Hairdressing industry</b> <ul style="list-style-type: none"> <li>History and Terminology of the Hairdressing industry</li> <li>The layout of the salon</li> <li>Employees and their responsibilities in salon</li> <li>Hair products, tools and equipment</li> </ul> <b>Safety in a Nail salon</b> <ul style="list-style-type: none"> <li>Safety in the salon</li> <li>Disposal of hazardous materials</li> </ul>	<b>Training Salon</b> <ul style="list-style-type: none"> <li>Rules and Safety procedures</li> <li>Introduction to procedures to follow during practical lessons.</li> </ul> <b>Waste Management</b> <ul style="list-style-type: none"> <li>Dry waste</li> <li>Wet waste</li> </ul> Sorting of dry and wet waste Sorting of hazardous waste  Entrepreneurial Opportunities in Waste Management
2	Health Safety and Security	<b>Health and safety</b> <ul style="list-style-type: none"> <li>Identify hazards and evaluate the risk in your work place</li> <li>Reduce the risk to health and safety in your workplace</li> </ul>	<b>Practical Lesson</b>  <b>Applying</b> <ul style="list-style-type: none"> <li>Handwashing procedures</li> <li>Sterilisation procedures in the salon</li> <li>Sanitation procedures in the salon</li> </ul> <b>Identification Test</b>
3	Running a business in the Hairdressing industry	<b>Administration and Service</b> <ul style="list-style-type: none"> <li>Reception</li> <li>Services offered in the salon</li> <li>Make appointments and handle payments from clients</li> </ul>	<b>Practical Lesson</b>  <b>How to:</b> <ul style="list-style-type: none"> <li>Greet a customer</li> <li>Determine the type and nature of service required</li> <li>Serve a customer</li> <li>Manage the quality of the service provided.</li> </ul> Provide a quality service and buying experience to the customer.
4	Customer Service	<b>Consultation and advice</b> <ul style="list-style-type: none"> <li>Factors influencing services</li> <li>Identify what the client want</li> <li>Analyse the hair, skin and scalp</li> </ul> <b>Anatomy of the hair and skin</b> <ul style="list-style-type: none"> <li>Physical properties of the hair</li> <li>Physical properties of the skin</li> <li>Hair and scalp diseases, conditions</li> </ul>	<b>Practical Lessons</b>  <b>Practical Lesson</b> <b>Non-verbal communication of the:</b> <ul style="list-style-type: none"> <li>Salon atmosphere</li> <li>Working environment</li> <li>Apparatus and equipment</li> </ul> <b>Verbal communication</b> <ul style="list-style-type: none"> <li>Tone of communication with the client</li> <li>Explain the procedure of the treatment</li> <li>Setting the client at ease</li> </ul>

Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
5-7	Hairdressing Technical Services	<b>Shampooing and Conditioning hair</b> <ul style="list-style-type: none"> <li>Maintain effective and safe methods of working when shampooing and treating the hair and scalp</li> <li>Shampooing and conditioning</li> <li>Treat the hair and scalp</li> <li>Provide after care advise</li> </ul> <b>Style dress hair</b> <ul style="list-style-type: none"> <li>Maintain effective and safe methods of working when styling and finishing of hair</li> <li>Dry hair into shape</li> <li>Plait and twist hair</li> </ul>	<b>Practical Lessons</b> <ul style="list-style-type: none"> <li>Shampooing, conditioning and scalp massage</li> <li>Analysis of the hair and scalp</li> <li>Braiding</li> <li>Dreadlock</li> </ul>
8	Revision		Practical Skills Test 3
9-10	Formal Assessment		September Test
Formal Assessment		<b>SBA</b>  3x Practical lessons (75) September Test (25)	<b>PAT Task 1</b>  Skills Test 3 (25) <i>(Marks carried over to Term 4)</i>

### 3.4.3 Grade 8: Term 3 - Hairdressing Technology

#### C Barbering

<b>Two (2) hours per week</b> (Theory: 30 minutes + Practical lessons: 90 minutes ) <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> September Test and 3 x Practical lessons			<b>SBA: Formal assessment</b>  <b>September Test:</b> 25%  <b>Practical lessons:</b> 75%
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1	The Hairdressing Industry	<b>Introduction to the Hairdressing industry</b> <ul style="list-style-type: none"> <li>History and Terminology of the Hairdressing industry</li> <li>The layout of the salon</li> <li>Employees and their responsibilities in salon</li> <li>Hair products, tools and equipment</li> </ul> <b>Safety in a Nail salon</b> <ul style="list-style-type: none"> <li>Safety in the salon</li> <li>Disposal of hazardous materials</li> </ul>	<b>Training Salon</b> <ul style="list-style-type: none"> <li>Rules and Safety procedures</li> <li>Introduction to procedures to follow during practical lessons.</li> </ul> <b>Waste Management</b> <ul style="list-style-type: none"> <li>Dry waste</li> <li>Wet waste</li> </ul> Sorting of dry and wet waste Sorting of hazardous waste  Entrepreneurial Opportunities in Waste Management
2	Health Safety and Security	<b>Health and safety</b> <ul style="list-style-type: none"> <li>Identify hazards and evaluate the risk in your work place</li> <li>Reduce the risk to health and safety in your workplace</li> </ul>	<b>Practical Lesson</b>  <b>Applying</b> <ul style="list-style-type: none"> <li>Handwashing procedures</li> <li>Sterilisation procedures in the salon</li> <li>Sanitation procedures in the salon</li> </ul> <b>Identification Test</b>
3	Running a business in the Hairdressing industry	<b>Administration and Service</b> <ul style="list-style-type: none"> <li>Reception</li> <li>Services offered in the salon</li> <li>Make appointments and handle payments from clients</li> </ul>	<b>Practical Lesson</b>  <b>How to:</b> <ul style="list-style-type: none"> <li>Greet a customer</li> <li>Determine the type and nature of service required</li> <li>Serve a customer</li> <li>Manage the quality of the service provided.</li> </ul> Provide a quality service and buying experience to the customer.
4	Customer Service	<b>Consultation and advice</b> <ul style="list-style-type: none"> <li>Factors influencing services</li> <li>Identify what the client want</li> <li>Analyse the hair, skin and scalp</li> </ul> <b>Anatomy of the hair and skin</b> <ul style="list-style-type: none"> <li>Physical properties of the hair</li> <li>Physical properties of the skin</li> <li>Hair and scalp diseases, conditions</li> </ul>	<b>Practical Lessons</b>  <b>Practical Lesson</b> <b>Non-verbal communication of the:</b> <ul style="list-style-type: none"> <li>Salon atmosphere</li> <li>Working environment</li> <li>Apparatus and equipment</li> </ul> <b>Verbal communication</b> <ul style="list-style-type: none"> <li>Tone of communication with the client</li> <li>Explain the procedure of the treatment</li> <li>Setting the client at ease</li> </ul>

Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
5-7	Hairdressing Technical Services	<b>Shampooing and Conditioning hair</b> <ul style="list-style-type: none"> <li>· Maintain effective and safe methods of working when shampooing and treating the hair and scalp</li> <li>· Shampooing and conditioning</li> <li>· Treat the hair and scalp</li> <li>· Provide after care advise</li> </ul> <b>Style dress hair</b> <ul style="list-style-type: none"> <li>· Maintain effective and safe methods of working when styling and finishing of hair</li> <li>· Dry hair into shape</li> <li>· Plait and twist hair</li> </ul>	<b>Practical Lessons</b> <ul style="list-style-type: none"> <li>· Shampooing and conditioning</li> <li>· Scalp massage</li> <li>· Analysis of the hair and scalp</li> <li>· Blow-drying</li> <li>· Shoulder Massage</li> </ul>
8	Revision		Practical Skills Test 3
9-10	Formal Assessment		September Test
Formal Assessment		<b>SBA</b>  3x Practical lessons (75) September Test (25)	<b>PAT Task 1</b>  Skills Test 3 (25) <i>(Marks carried over to Term 4)</i>

### 3.4.4 Grade 8: Term 4 – Hairdressing, Beauty and Nail Technology

#### Grade 8: Term 4

<b>2 hours per week</b> <b>(Theory 30 minutes + Practical lessons 1.5 hours per week)</b> <b>Informal assessment:</b> Such as written activities, role play, case studies, identification tests, class tests. <b>Review and reinforcement activities</b>			
Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
1	Hairdressing, Beauty and Nail Technology Service	<b>Entrepreneurship</b> <ul style="list-style-type: none"> <li>Core principles of marketing</li> <li>Name the costs that make up the selling price of the service</li> <li>Mention factors to consider when deciding which services to offer</li> <li>Market the business</li> </ul> <p>Contribution of an entrepreneur towards the economy of South Africa</p>	<b>Practical Lesson</b>  Set up a salon business that provides a service for either hair, beauty or nails.  <b>Consider the following:</b> <ul style="list-style-type: none"> <li>Location of the salon</li> <li>Lay-out of the salon</li> <li>Service offered</li> <li>Cost the service</li> <li>Hygiene and safety precautions</li> <li>Marketing strategies for the business</li> </ul>
2-7	Revision		<b>PAT Task 2</b> Project based Learning Task <i>(Marketing and selling a service)</i>
8-10	Formal Assessment		November Examination

Term 4: Promotion mark for Grade 8		
School based Assessment (SBA)	Practical Assessment Task (PAT )	End-of-Year Examination
25%	50%	25%
Term 1: 100	PAT Task 1  Skills Test 1+2+3 (75)  (25+25+25)	
Term 2: 100		
Term 3: 100	PAT Task 2	
	Project based Learning (25)	
Convert to 25	Convert to 50	Convert to 25

### 3.5 Content outline per term in Grade 9

#### 3.5.1 Grade 9: Term 1 - Beauty Technology

<b>Two (2) hours per week</b> <b>(Theory: 30 minutes + Practical lessons: 90 minutes )</b> <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> March Test and 3 x Practical lessons			<b>SBA: Formal assessment</b>  March Test: 25%  Practical lessons: 75%
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	The Beauty Industry	<b>Introduction to the Beauty industry</b> <ul style="list-style-type: none"> <li>· Décor and ambience</li> <li>· Career opportunities</li> <li>· Safety</li> </ul>	<b>Practical Lesson</b> <b>Invite a Guest Speaker to class</b> New careers and trends in the Beauty Technology field.  <b>Practical Demonstration</b> <ul style="list-style-type: none"> <li>· How apply décor and ambience in a salon.</li> <li>· Costing the décor and ambience features.</li> <li>· How to apply more cost effective décor and ambience features.</li> <li>·</li> </ul>
2-3	Sanitation and Hygiene	<b>Salon hygiene</b> <ul style="list-style-type: none"> <li>· Personal hygiene</li> <li>· Sterilisation</li> <li>· Anatomy of skin and hair</li> <li>· Disorders and diseases</li> </ul>	<b>Practical Lessons</b> <ul style="list-style-type: none"> <li>·</li> </ul>
	Housekeeping	<ul style="list-style-type: none"> <li>· Carry out good housekeeping routines</li> <li>· Equipment is kept clean and available for use</li> <li>· Cleaning equipment and materials are used safely</li> <li>· Any faults identified with equipment and reported to a relevant person</li> <li>· Prepare workstation for safe and effective production</li> <li>· Workstations are kept clean and free of hazards</li> <li>· Equipment and tools for work to be carried out and checked to be operational</li> <li>· Equipment and tools are laid out in sequence</li> </ul>	<b>Practical Lessons</b>  <b>Practical Demonstrations</b> <ul style="list-style-type: none"> <li>· Preparing a workstation for safe and effective service delivery.</li> <li>· Keeping a clean and hazards free work station.</li> <li>· Checking that all equipment and tools are operational.</li> <li>· How to lay out equipment and tools in sequence.</li> </ul>
4	Running a business in the Hairdressing industry	<b>Administration and Services</b> <ul style="list-style-type: none"> <li>· Reception</li> <li>· Retailing</li> <li>· Finishing off services</li> </ul> <b>Professional behaviour in the salon</b> <ul style="list-style-type: none"> <li>· Deportment and work ethics</li> <li>· Time management</li> </ul>	<b>Practical Lesson</b>  <b>Setting up a:</b> <ul style="list-style-type: none"> <li>· Staff schedule</li> <li>· Daily time management schedule</li> </ul>

Week	Topic	Content	Practical lessons (Three practical lessons per term) (Exemplar Practical lessons)
5-7	Beauty Technology	<b>Services provided</b> <ul style="list-style-type: none"> <li>· Advanced facial cleanse</li> <li>· Brow and lash tinting</li> <li>· Evening make up</li> </ul>	<b>Practical Lessons</b> <ul style="list-style-type: none"> <li>· Advanced facial cleanse</li> <li>· Eyebrow and lash tinting</li> <li>· Evening make up</li> </ul>
8	Revision		Skills Test 1
9-10	Formal Assessment		March Test
<b>Formal Assessment</b>		<b>SBA</b>  3x Practical lessons (75) March Test (25)	<b>PAT Task 1</b>  Skills Test 1 (25) (Marks carried over to Term 4)



### 3.5.2 Grade 9: Term 2 - Nail Technology

<b>Two (2) hours per week</b> <b>(Theory: 30 minutes + Practical lessons: 90 minutes )</b> <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> March Test and 3 x Practical lessons			<b>SBA: Formal assessment</b>  June Examination 25%  Practical lessons: 75%
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	The Nail Technology Industry	<b>Introduction to the Nail industry</b> <ul style="list-style-type: none"> <li>· Décor and ambience</li> <li>· Career opportunities</li> <li>· Safety</li> </ul>	<b>Practical Lesson</b> <b>Invite a Guest Speaker to class</b> New careers and trends in the Nail Technology field.  <b>Practical Demonstration</b> <ul style="list-style-type: none"> <li>· How to apply décor and ambience in a salon.</li> <li>· Costing the décor and ambience features.</li> <li>· How to apply more cost effective décor and ambience features.</li> <li>·</li> </ul>
2-3	Sanitation and Hygiene	<b>Salon hygiene</b> <ul style="list-style-type: none"> <li>· Personal hygiene</li> <li>· Sterilisation</li> <li>· Anatomy of skin and hair</li> <li>· Disorders and diseases</li> </ul>	
	Housekeeping	<ul style="list-style-type: none"> <li>· Carry out good housekeeping routines</li> <li>· Equipment is kept clean and available for use</li> <li>· Cleaning equipment and materials are used safely</li> <li>· Any faults identified with equipment and reported to a relevant person</li> <li>· Prepare workstation for safe and effective production</li> <li>· Workstations are kept clean and free of hazards</li> <li>· Equipment and tools for work to be carried out and checked to be operational</li> <li>· Equipment and tools are laid out in sequence</li> </ul>	<b>Practical Lessons</b>  <b>Practical Demonstrations</b> <ul style="list-style-type: none"> <li>· Preparing a workstation for safe and effective service delivery.</li> <li>· Keeping a clean and hazards free work station.</li> <li>· Checking that all equipment and tools are operational.</li> <li>· How to lay out equipment and tools in sequence.</li> </ul>
4	Running a business in the Hairdressing industry	<b>Administration and Services</b> <ul style="list-style-type: none"> <li>· Reception</li> <li>· Retailing</li> <li>· Finishing off services</li> </ul> <b>Professional behaviour in the salon</b> <ul style="list-style-type: none"> <li>· Deportment and work ethics</li> <li>· Time management</li> </ul>	<b>Practical Lesson</b>  <b>Setting up a:</b> <ul style="list-style-type: none"> <li>· Staff schedule</li> <li>· Daily time management schedule</li> </ul>

<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
5-7	Nail Technology	<b>Services provided</b> <ul style="list-style-type: none"> <li>· Manicure and Pedicure</li> <li>· Cutting and filling of the nail</li> <li>· Application of gel</li> </ul>	<b>Practical Lessons</b> <ul style="list-style-type: none"> <li>· Manicure</li> <li>· Nail preparation</li> <li>· Application of gel</li> </ul>
8	Revision		Skills Test 2
9-10	Formal Assessment		March Test
<b>Formal Assessment</b>		<b>SBA</b>  3x Practical lessons (75) June Examinaion (25)	<b>PAT Task 1</b>  Skills Test 2 (25) <i>(Marks carried over to Term 4)</i>

### 3.5.3 Grade 9: Term 3 - Hairdressing Technology

#### A Caucasian Hair

<b>Two (2) hours per week</b> <b>(Theory: 30 minutes + Practical lessons: 90 minutes )</b> <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> March Test and 3 x Practical lessons			<b>SBA: Formal assessment</b>  September Test: 25%  Practical lessons: 75%
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	<b>Customer Service</b>	<b>Promote the quality of service delivery services and hair care products</b> <ul style="list-style-type: none"> <li>Identify additional services or products that are available to Inform about services or products.</li> <li>Gain client commitment to using additional services or products.</li> </ul>	<b>Practical Lesson</b>
2	<b>Customer Services</b>	<b>Anatomy of hair and skin</b> <ul style="list-style-type: none"> <li>Hair and scalp diseases, conditions and defects</li> </ul>	<b>Practical Lesson</b> <ul style="list-style-type: none"> <li>Hair and scalp diseases, conditions and defects</li> </ul> Identification Test
3-4	<b>Hairdressing Technical Services</b>	<b>Colouring hair</b> <ul style="list-style-type: none"> <li>Natural and synthetic (artificial) hair colour</li> <li>Leaning about colouring techniques</li> <li>Removing colour from different services and processes</li> <li>Removing colour</li> <li>Apply conditioners and complete the service</li> </ul>	Practical Lessons <ul style="list-style-type: none"> <li>Application of colour</li> <li>Removal of permanent colour</li> <li>Removal of lightening products (foils or cap)</li> </ul>
5-7	<b>Hairdressing Technical Services</b>	<b>Colouring hair</b> <ul style="list-style-type: none"> <li>Maintain effective and safe methods of working when colouring</li> <li>Physics of colour</li> <li>Hair colourants</li> </ul>	<b>Practical Lesson</b> <ul style="list-style-type: none"> <li>Temporary</li> <li>Semi-permanent</li> <li>Permanent</li> </ul>
8	Revision		Skills Test 3
9-10	Formal Assessment		September Test
<b>Formal Assessment</b>		<b>SBA</b> 3x Practical lessons (75) September Test (25)	<b>PAT Task 1</b> Skills Test 3 (25) <i>(Marks carried over to Term 4)</i>

### 3.5.3 Grade 9: Term 3 - Hairdressing Technology

## B Afro Hair

<b>Two (2) hours per week</b> <b>(Theory: 30 minutes + Practical lessons: 90 minutes )</b> <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> March Test and 3 x Practical lessons			<b>SBA: Formal assessment</b>  September Test: 25%  Practical lessons: 75%
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	<b>Customer Service</b>	<b>Promote the quality of service delivery services and hair care products</b> <ul style="list-style-type: none"> <li>Identify additional services or products that are available to Inform about services or products.</li> <li>Gain client commitment to using additional services or products.</li> </ul>	<b>Practical Lesson</b>
2-3	<b>Customer Services</b>	<b>Anatomy of hair and skin</b> <ul style="list-style-type: none"> <li>Hair and scalp diseases, conditions and defects</li> </ul>	<b>Practical Lesson</b> <ul style="list-style-type: none"> <li>Hair and scalp diseases, conditions and defects</li> </ul> Identification Test
4-7	<b>Hairdressing Technical Services</b>	<b>Straitening of hair</b> <ul style="list-style-type: none"> <li>S- Curl</li> <li>Relaxer</li> </ul> <b>Style and dress hair</b> <ul style="list-style-type: none"> <li>Thermal tonging</li> </ul>	<b>Practical Lesson</b> <ul style="list-style-type: none"> <li>S- Curl</li> <li>Relaxer</li> <li>Thermal tonging</li> </ul>
8	Revision		Skills Test 3
9-10	Formal Assessment		September Test
<b>Formal Assessment</b>		<b>SBA</b> 3x Practical lessons (75) September Test (25)	<b>PAT Task 1</b> Skills Test 3 (25) <i>(Marks carried over to Term 4)</i>

### 3.5.3 Grade 9: Term 3 - Hairdressing Technology

#### C Barbering

<b>Two (2) hours per week</b> <b>(Theory: 30 minutes + Practical lessons: 90 minutes )</b> <b>Informal assessment</b> such as written activities, role play, identification tests and class tests. <b>Formal assessment:</b> March Test and 3 x Practical lessons			<b>SBA: Formal assessment</b>  September Test: 25%  Practical lessons: 75%
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	<b>Customer Service</b>	<b>Promote the quality of service delivery services and hair care products</b> <ul style="list-style-type: none"> <li>Identify additional services or products that are available to Inform about services or products.</li> <li>Gain client commitment to using additional services or products.</li> </ul>	<b>Practical Lesson</b> <ul style="list-style-type: none"> <li>Apply two marketing strategies that will be suitable and effective for setting up a salon business.</li> </ul>
2-3	<b>Customer Services</b>	<b>Anatomy of hair and skin</b> <ul style="list-style-type: none"> <li>Hair and scalp diseases, conditions and defects</li> </ul>	<b>Practical Lesson</b> <ul style="list-style-type: none"> <li>Hair and scalp diseases, conditions and defects</li> </ul> Identification Test
4	Hairdressing Technical Services	<b>Entrepreneurship</b> <ul style="list-style-type: none"> <li>Core principles of marketing</li> <li>Name the costs that make up the selling price of the service</li> <li>Mention factors to consider when deciding which services to offer</li> <li>Market the business</li> </ul> Contribution of an entrepreneur towards the economy of South Africa	<b>Practical Lesson</b>  Set up a salon business that provides a service for either hair, beauty or nails.  <b>Consider the following:</b> <ul style="list-style-type: none"> <li>Location of the salon</li> <li>Lay-out of the salon</li> <li>Service offered</li> <li>Cost the service</li> <li>Hygiene and safety precautions</li> <li>Marketing strategies for the business</li> </ul>
5-7	Hairdressing Technical Services	<b>Men's facial massage and treatment</b> <ul style="list-style-type: none"> <li>Facial massage</li> <li>Men's facial treatments</li> <li>Brow shape and tint</li> </ul> <b>Trimming beards and moustaches</b> <ul style="list-style-type: none"> <li>Maintain effective and safe methods of working when cutting facial hair</li> <li>Cut beards and moustaches to maintain their shape</li> </ul>	<b>Practical Lesson</b> <ul style="list-style-type: none"> <li>Facial cleanse</li> <li>Facial massage</li> <li>Brow shape and tint</li> </ul>

Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
8	Revision		Skills Test 3
9-10	Formal Assessment		September Test
<b>Formal Assessment</b>		<b>SBA</b> 3x Practical lessons (75) September Test (25)	<b>PAT Task 1</b> Skills Test 3 (25) <i>(Marks carried over to Term 4)</i>

### 3.5.4 Grade 9: Term 4 – Hairdressing, Beauty and Nail Technology

<b>2 hours per week</b> <b>(Theory 30 minutes + Practical lessons 1.5 hours per week)</b> <b>Informal assessment:</b> Such as written activities, role play, case studies, identification tests, class tests. <b>Review and reinforcement activities</b>			
Week	Topic	Content	<b>Practical lessons</b> <i>(Three practical lessons per term)</i> <i>(Exemplar Practical lessons)</i>
1	Revision		
2-7	Revision		<b>PAT Task 2</b> Project based Learning Task <i>(Marketing and selling a service.)</i>
8-10	Formal Assessment		November Examination

Term 4: Promotion mark for Grade 9		
School based Assessment (SBA)	Practical Assessment Task (PAT ) External Task	End-of-Year Examination External Task
25%	50%	25%
Term 1: 100	<b>PAT Task 1</b>  Skills Test 1+2+3 (75) (25+25+25)	
Term 2: 100		
Term 3: 100		
	<b>PAT Task 2</b> Project based Learning (25)	
Convert to 25	Convert to 50	Convert to 25

## SECTION 4

### 4.1 Introduction

Assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

### **Assessment in Personal Care: Hairdressing, Beauty and Nail Technology Grades 8 & 9**

### 4.2 Informal or Daily Assessment

Assessment for learning has the purpose of continuously collecting information about learner performance that can be used to improve learning.

Informal assessment is a daily monitoring of learner progress. This is done through observation, discussions; practical demonstrations, learner-teacher discussions, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from the learning activities taking place in the classroom.

Self-assessment and peer assessment actively allows the learner to assess themselves. This is important as it allows learners to learn from, and reflect on their own performance.

The results of the informal / daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion purposes. The main purpose of informal assessment is to inform and strengthen the learning process.

### 4.3 Formal Assessment

Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to **moderation** for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a Year and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks forms part of a year-long formal Programme of Assessment in each grade and subject, is school-based and is weighted as indicated in the tables that follow for the Grades 8 & 9.



Grades	Formal school-based assessments	End-of-year examinations
R -3	100%	
4 - 6	75%	25%
7 – 9 Academic stream <b>Occupational stream</b>	25% <b>25%</b>	External examination 75% <b>75%</b>
10 and 11	25% including a mid-year examination	External examination: 75%
12	25% including mid-year and trial examinations	External examination: 75%

### 4.3.1 Formal Programme of Assessment for Grades 8 – 9

Table 1 a Formal School-Based Assessment Grade 8				Final End-of-Year Promotion Mark
SBA	Term 1	Term 2	Term 3	Term 4
	Practical Lessons 75%	Practical Lessons 75%	Practical Lessons 75%	SBA: Term 1-3 $100 + 100 + 100$ $= 300 \div 3 = 100$ $= 100 \div 4 = 25$
	March Test 25%	June Examination 25%	September Test 25%	
<b>SBA</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>25%</b>
<b>PAT 1</b>	<b>Skills Test 1</b> <b>25%</b>	<b>Skills Test 2</b> <b>25%</b>	<b>Skills Test 3</b> <b>25%</b>	<b>PAT :</b> <b>PAT 1: Skills Tests 1-3</b> $25+25+25 = 75$ <b>PAT 2: Project based Learning</b> Term 4 Task = <b>25</b> <b>= 100</b>
<b>PAT 1</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>50%</b>
				<b>November Examination</b> <b><math>75 \div 3</math></b>
				<b>25%</b>

Table 1 b Formal School-Based Assessment Grade 9				Final End-of-Year Promotion Mark
SBA	Term 1	Term 2	Term 3	Term 4
	Practical Lessons 75%	Practical Lessons 75%	Practical Lessons 75%	SBA: Term 1-3 $100 + 100 + 100$ $= 300 \div 3 = 100$ $= 100 \div 4 = 25$
	March Test 25%	June Examination 25%	September Test 25%	
<b>SBA</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>25%</b>
<b>PAT 1</b>	<b>Skills Test 1</b> <b>25%</b>	<b>Skills Test 2</b> <b>25%</b>	<b>Skills Test 3</b> <b>25%</b>	<b>External PAT :</b> <b>PAT 1: Skills Tests 1-3</b> $25+25+25 = 75$ <b>PAT 2: Project based Learning</b> Term 4 Task = <b>25</b> <b>= 100</b>
<b>PAT 1</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>50%</b>
				<b>External</b> <b>November Examination</b> <b><math>75 \div 3</math></b>

**Clarification and breakdown of the Programme of Assessment in Grades 8 & 9 for the theory and practical components.**

### Grade 8

Term	Programme of Assessment: Theory	Weighting
Term 1	<b>Theoretical assessment for SBA</b> to consist of Term 1 content only. <b>March Test</b> - Term 1 content = (Total = 50 marks)	<b>25%</b>
Term 2	<b>Theoretical assessment for SBA</b> to consist of work done in Terms 1 and 2. <b>June Examination</b> – Terms 1 and 2 content = (Total = 75 marks) ( <i>Term 1 work=30% (Was already assessed in Term 1) and Term 2 new work =70%</i> )	<b>25%</b>
Term 3	<b>Theoretical assessment for SBA</b> to consist of Term 3 content only: <b>September Test</b> – Term 3 content = (Total = 50 marks)	<b>25%</b>
Term 4	<b>Final promotion mark</b> November Examination – Term 1-4 content (75 marks)	<b>25%</b>

### Grade 9

Term	Programme of Assessment: Theory	Weighting
Term 1	<b>Theoretical assessment for SBA</b> to consist of Term 1 content only. <b>March Test</b> - Term 1 content = (Total = 50 marks)	<b>25%</b>
Term 2	<b>Theoretical assessment for SBA</b> to consist of work done in Terms 1 and 2. <b>June Examination</b> – Terms 1 and 2 content = (Total = 75 marks) ( <i>Term 1 work =30% (Was already assessed in Term 1) and (Term 2 new work =70%)</i> )	<b>25%</b>
Term 3	<b>Theoretical assessment for SBA</b> to consist of Terms 1, 2 and 3 content: <b>Internal Preparatory Examination</b> – Term 1,2 and-3 content <b>Total: 75 marks</b> <i>Set according to the demarcation in the Examination Guidelines from the Examination and Assessment Directorate.</i>	<b>25%</b>
Term 4	<b>Final promotion mark</b> <i>Set according to the demarcation in the Examination Guidelines from the Examination and Assessment Directorate.</i> <b>External GEC examination – Maximum total of 75 marks</b>	<b>25%</b>

## Grades 8 & 9

Programme of Assessment: Practical Lessons /Skills PAT/		Weighting
<b>SBA</b> <b>Term 1 -3</b>	<b>Practical Lessons</b> Three practical lessons are completed per Term. Ensure that a variety of skills are built into and developed per lesson.	<b>25%</b>
<b>PAT 1</b> <b>Term 1-3</b>	<b>Skills Test</b> The Skills Test is an objective measure of the ability to perform a specific task. A Skills Test is implemented at the end of Terms 1-3. The skills applied in the three practical lessons in the term are assessed in a Skills Test. The mark for the Skills Test is carried over to Term 4 to consolidate the weighting for PAT 1.	<b>75%</b>
<b>PAT 2</b> <b>Term 4</b>	<b>Project Based Learning</b> A Task is included in Term 4 that reflects knowledge and skills applied to a scenario for: <ul style="list-style-type: none"> <li>• Entrepreneurship</li> <li>• Career development / World of Work</li> </ul>	<b>25%</b>

The cognitive demand in assessment should be **appropriate for the age and developmental level** of a learners in the grade. Assessment in Hairdressing, Beauty and Nail Tehnology, must cater for a range of cognitive levels and learner abilities. The assessment tasks should be designed carefully to cover the content in the subject as well as the range of skills and cognitive levels, identified in the specific aims in Section 1 of this CAPS Policy Document.

The design of assessments should therefore ensure that a full range of content and skills are assessed in each grade. The specific aims, topics, content and range of skills in the subject should be used to inform the planning and development of assessment tasks.

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

SUGGESTED WEIGHTING FOR COGNITIVE LEVELS PROGRAMME OF ASSESSMENT: SBA TASKS		
Cognitive level	Grade 8	Grade 9
<b>Lower order</b> Remembering	60%	50%
<b>Middle order</b> Understanding Applying	30%	40%
<b>Higher order</b> Analysing / Evaluating and Creating	10%	10%

SUGGESTED WEIGHTING FOR COGNITIVE LEVELS: PRACTICAL LESSONS AND PAT		
Cognitive level	Grade 8	Grade 9
<b>Lower order:</b> Isolated single steps	60%	50%
<b>Middle order:</b> Multiple limited steps	30%	40%
<b>Higher order:</b> Several operations required, Creative production / design.	10%	10%

Examiners and moderators **in all subjects** are encouraged to think about the difficulty level of every question / skill that is implemented for assessment.

In judging the level of difficulty of each question skill, both the demands that each question makes on the cognitive ability of an average Grade 8 & 9 learner and the intrinsic difficulty of the question or task is considered. In making this judgement, the difficulty or ease of a particular question is identified. A four-category framework for thinking about question or item difficulty adapted from Leong (2006) has been used in this identification process.

**This framework comprises the following four general sources of difficulty:**

- **Content difficulty:** this indexes the difficulty of the subject matter, topic or conceptual knowledge; some content is inherently more difficult than other content.
- **Stimulus difficulty:** this relates to the linguistic features of the question and the challenge that candidates face in reading, interpreting and understanding the question.
- **Task difficulty:** this refers to the difficulty that candidates face when trying to formulate or produce an answer.
- **Expected response difficulty:** this refers to difficulties because of the mark scheme or memorandum, in other words how marks are allocated.

## **4.4 Types of Formal Assessment Tasks**

### **4.4.1 Tests**

- A test for formal assessment **may** NOT comprise of a series of smaller tests. This creates an overload of assessment by adding the additional layers of assessment.
- A substantial amount of content must be included for assessment and the duration should be 45 to 60 minutes.
- It is compulsory to include scenario / case study-based questions that require:
  - Longer reflective responses in a paragraph format.
  - Higher order thinking skills that require substantiating evidence/motivations /arguments.
- Each test must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.

#### 4.4.2 Examinations

- A **75 mark** examination paper is written in June and November. 1.5 hours are allocated to write the paper that comprises 25% of learner's total mark for promotion.
- Each question paper must cater for a balanced range of cognitive levels as well as align to the prescribed range for levels of difficulty.

#### Guidelines for setting of Tests and Question papers in Hairdressing, Beauty and Nail Technology in Grades 8 & 9

- Adhere to the criteria for the weighting of content, allocation of marks and time as indicated in the table per task.
- The cover page to include the name of the school, the date, name of the subject, time allocation, mark total, name of the examiner and moderator.
- Page two of the paper should include instructions and a breakdown of time per question.
- All question/test papers must be neatly typed, using the grid for setting and layout of question papers.
- Numbering per question and sub-question must be accurate and reflect the correct format used.
- All graphics/illustrations/sketches must be *print clear* and placed in a frame.
- No spelling, language or translation errors are allowed.
- The format of the question paper should adhere to the latest Examination Guidelines for Hairdressing, Beauty and Nail Technology.

#### Short Questions (*Question 1*)

- **Caution learners to:**
  - Write clearly printed letters in Question 1.
  - Not write one letter over the other.
  - Cross out a letter neatly to cancel it.
- Include different question types for short questions in class tests as well as Formal Assessment Tasks to prepare candidates for exam readiness.
- Ensure that learners are exposed to answering short questions based on illustrations; graphs; data and short case studies/scenarios where understanding, interpretation and application of knowledge is required.
- Use the same format and layout as reflected in Examination Guidelines.

## **Long Questions (Question 2 and questions that follow)**

### **It is compulsory to include:**

- Questions that require a longer response.
- Question that requires a response in paragraph format (minimum 3 marks)
- Source based questions such as: Case studies; scenarios; extracts; pictures/flow charts /tables/graphs/cartoons/advertisements/menus for interpretation.
- An action verb to open the question. This gives a clear instruction for the question and expected response.

### **Marking Guidelines**

- Cover page: Must contain name of the school, date, subject, marks, name of the examiner and moderator on the first page.
- All marking guidelines must be neatly typed.
- No spelling, language or translation errors are allowed.
- Numbering must correlate accurately with the question paper.
- The mark allocation for each fact must be indicated by a tick (✓)
- Reflect all alternative responses that are considered and marked as correct answers.

## **4.4.3 Practical Lessons; Skills Tests and Practical Assessment Tasks**

### **(a) Practical lessons**

- Each learner must do a minimum of **three (3) assessed practical lessons** per term in Term 1-3.
- It is important to prioritise and include a variety of skills in the different lessons.
- Examples for the assessed practical lessons are reflected in the Teaching plans per term.

### **(b) Practical Assessment Task (PAT)**

#### **(i) PAT 1: (Practical Skills Test)**

##### **A Practical Skills Test:**

- Provides an objective measure of a candidate's ability to perform a specific task.
- Measures skills or knowledge accurately.
- Assists to determine the level of achievement.
- Prescribes specific criteria for efficient performance of a skill.
- Includes the benefit of having learner feedback to encourage personal growth and development.
- Assesses soft skills to encourage personal growth and development.

Examples of soft skills that are important for promotion: Communication, listening, observation, manipulation, planning, interpretation, analysing, creative design, self-discipline and time-management. These skills are addressed in the Practical Lessons.

**(ii) PAT 2: Project based Learning**

- The teacher sets the task to assess the skills that were developed in the theory for practical and practical lessons.

**The skills** include:

- i. Subject specific practical skills according to the Annual Teaching Plan
  - ii. Soft skills
  - iii. Entrepreneurial skills
  - iv. Create a small micro-enterprise
  - v. A career focus
- It is recommended that PAT Task 2 is taken up in the school's timetable.
  - The school has the responsibility to provide resources for the Practical Assessment Task (PAT).

#### **4.5 Recording and Reporting**

**Recording** is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a Year and her/his readiness to progress or promote to the subsequent Year. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

**Reporting** is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R - 12. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

## Codes and Percentages for Recording and Reporting

Rating code	Description of competence	Percentage
<b>7</b>	Outstanding achievement	<b>80 - 100</b>
<b>6</b>	Meritorious achievement	<b>70 - 79</b>
<b>5</b>	Substantial achievement	<b>60 - 69</b>
<b>4</b>	Adequate achievement	<b>50 - 59</b>
<b>3</b>	Moderate achievement	<b>40 - 49</b>
<b>2</b>	Elementary achievement	<b>30 - 39</b>
<b>1</b>	Not achieved	<b>0 - 29</b>

Note: The seven-point scale should have clear descriptors that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

### 4.6 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments for SBA and PAT.

#### 4.6.1 Formal assessment (SBA)

Moderation at the school will be carried out at least once each school term by the Head of Department responsible for the subject. This moderation needs to take place before cluster, district, regional or provincial moderation. Teachers' portfolios and evidence of learner performance must be moderated to ensure that a variety of assessment tasks have been used to address various topics and that assessment covered a range of cognitive levels. It further needs to verify the accuracy of correlation and alignment of Teacher and Learner evidence

#### 4.6.2 Practical Assessment Task (PAT)

The PAT is internally set and marked in Grade 8 and externally set and internally marked in Grade 9. Teacher and learner portfolios of evidence must be moderated to ensure that the correct number of lessons in preparation of the Skills Test and PAT are implemented and that the tasks are implemented at the correct standard.



**Moderation further serves to ensure that:**

- Teacher evidence reflects the required planning and preparation for the implementation of the Practical Lessons, Skills Tests and PATs’.
- Evidence in Learner and Teacher portfolios align and correlate.
- Learner evidence includes a consolidation sheet that aligns with Teacher and SASAMS recorded marks.

**4.7 General**

**This document should be read in conjunction with**

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