



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT GRADES 10-12 (GENERAL)

SUBJECT ASSESSMENT GUIDELINES

DESIGN

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PREFACE TO SUBJECT ASSESSMENT GUIDELINES

The Department of Education has developed and published Subject Assessment Guidelines for all 29 subjects of the National Curriculum Statement (NCS). These Assessment Guidelines should be read in conjunction with the relevant Subject Statements and Learning Programme Guidelines.

Writing Teams established from nominees of the nine provincial education departments and the teacher unions formulated the Subject Assessment Guidelines. The draft copies of the Subject Assessment Guidelines developed by the Writing Teams were sent to a wide range of readers, whose advice and suggestions were considered in refining these Guidelines. In addition, the Department of Education field-tested the Subject Assessment Guidelines in 2006 and asked for the comments and advice of teachers and subject specialists.

The Subject Assessment Guidelines are intended to provide clear guidance on assessment in Grades 10 to 12 from 2008.

The Department of Education wishes you success in the teaching of the National Curriculum Statement.

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1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements. The Subject Assessment Guidelines will be applicable for Grades 10 to 12 from 2008.

The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

2.1 Introduction

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

2.2 Continuous assessment

Continuous assessment involves assessment activities that are undertaken throughout the year, using various assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

2.2.1 Daily assessment

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

The results of these assessment tasks are not taken into account for promotion and certification purposes.

2.2.2 Programme of Assessment

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. This excludes Life Orientation where the internal assessment component counts 100% of the final assessment mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.

2.2.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.1: Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	4	4*	4	4*	16
Language 2: Choice of HL or FAL	HL	4*	4	4*	16
	FAL	4*	4	4*	16
Life Orientation	1	1*	1	2*	5
Mathematics or Maths Literacy	2	2*	2	2*	8
Subject choice 1**	2	2*	2	1*	7
Subject choice 2**	2	2*	2	1*	7
Subject choice 3	2	2*	2	1*	7

Note:

* One of these tasks must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Two of the assessment tasks for each subject must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

The weighting of the tasks for each subject is set out in Section 3.

2.2.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grade 12 are summarised in Table 2.2. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.2: Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	5	5*	4*		14
Language 2: Choice of HL or FAL	HL	5	5*	4*	14
	FAL	5	5*	4*	14
Life Orientation	1	2*	2*		5
Mathematics or Maths Literacy	3	2*	2*		7
Subject choice 1**	2	2*	(2*) 3*		(6 [#]) 7
Subject choice 2**	2	2*	(2*) 3*		(6 [#]) 7
Subject choice 3	2	2*	(2*) 3*		(6 [#]) 7

Note:

- * One of these tasks in Term 2 and/or Term 3 must be an examination
- ** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3.
- # The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Schools can choose to write one or two internal examinations in Grade 12. Should a school choose to write only one internal examination in Grade 12, a scheduled test should be written at the end of the term to replace the other examination. Internal examinations should conform to the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

2.3 External assessment in Grade 12

External assessment is only applicable to Grade 12 and applies to the final end-of-year examination. This makes up 75% of the final mark for Grade 12. This excludes Life Orientation which is not externally examined.

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

Guidelines for the external examinations are provided in Section 3.

2.4 Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

RATING CODE	RATING	MARKS %
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

3. ASSESSMENT OF DESIGN IN GRADES 10-12

3.1 Introduction

Design is a creative, problem-solving process involving problem identification, planning, research, innovation, conceptualising, prototyping, making and evaluating.

Design trains learners to:

- combine skills with knowledge and understanding in order to design and make quality marketable products.
- acquire and apply knowledge, skills and understanding through analysing and evaluating products and processes.
- engage in focused tasks to develop and demonstrate appropriate use of materials, processes and techniques.
- engage in strategies for developing ideas, planning and producing products
- reflect critically on the role of aesthetic and cultural practices in design.
- recognise the economic, environmental, social, political, historical and cultural contexts inherent in design.
- develop an awareness of the opportunities and constraints inherent in the demands of users and producers, market forces, and the effect products can have on society and the environment.
- recognise the relationship between the evolution of products over time and developments in ideas, materials, manufacturing processes and technologies as well as social change.

3.1.1 Learning Outcomes

All assessment in Design is based on evaluating, in various ways and for various purposes, learners' skills, knowledge and values as described in the Learning Outcomes and Assessment Standards for the National Curriculum Statement subject Design.

The Learning Outcomes in Design are broadly concerned with three key aspects of design at secondary level in schools.

Learning Outcome 1: The Design Process

The learner is able to understand the design process from conceptualisation to realisation

Learning Outcome 1 and associated Assessment Standards describe the **approach** to design and designing

We know that learners have achieved this outcome when they...

Identify a need or opportunity, and research and explore ideas for design development

Use a variety of methods to generate ideas or concepts to solve problems

Critically analyse the factors affecting design, and develop design criteria to measure the development and success of design projects

Select and use appropriate research methods and communication techniques

Use a range of presentation techniques and media, including sketches, Computer aided design, prototyping and modelling methods, to present solutions and concepts

Integrate, where appropriate, such factors as health and safety, gender and bias, ethics and intellectual property

Develop plans to schedule the design process

Demonstrate a clear understanding of the multiple qualities inherent in aesthetics and the factors that make a product desirable

Clearly demonstrate and evaluate the functional aspects of the design solution

Explain the influence of market trends on design and production

Develop a profile of client and end-user needs, using appropriate research techniques.

Learning Outcome 2: Design Production

The learner is able to produce and present a body of work in the chosen discipline(s), which shows an understanding of design skills and production processes

Learning Outcome 2 and associated Assessment Standards refers to the **body of work**

We know that learners have achieved this outcome when they...

Use appropriate techniques to visualise and develop the design solution, including drawing (thumbnail, freehand and simple technical), collage, constructions, digital techniques, and models

Investigate and experiment with techniques

Investigate, experiment with, and select appropriate materials

Select methods, equipment, tools and techniques appropriate to the design concept and chosen materials

Demonstrate proficiency in chosen materials, techniques, processes, tools and equipment

Devise and apply appropriate tests and procedures to evaluate, test and modify work in progress to ensure quality

Explain and justify the design solution, choices of design elements, design principles, context and materials

Plan and organise production

Use resources effectively and safely in the development and production of design solutions, and in the use of materials and processes.

Learning Outcome 3: Design in Context

The learner is able to demonstrate design literacy and to understand design in cultural, environmental and business contexts, both historically and in contemporary practice

Learning Outcome 3 and associated Assessment Standards describes the **content knowledge** that informs practice

We know that learners have achieved this outcome when they...**Design Literacy:**

Use design terminology correctly

Apply design theory to a given context or problem

Investigate, reflect on, critically analyse and interpret information from a variety of sources to:

- Demonstrate how global influences shape the development of design
- clarify the relationship between design objects and their cultural contexts, value systems and traditions, in both historical and contemporary contexts
- State and justify the context and purpose of the products, images, signs and symbols used in design
- Describe and compare the methods and intentions of individual designers and design communities

Design in a Social environment

Analyse and explain how design shapes and is shaped by the physical and social environment

Critically assess the impact and benefits of design on society

Critically assess the emergence and impact of new technologies on design, and the factors affecting their development

Consider the moral, cultural and environmental implications of designed products

Design in a Business Context

Explain how marketing is used to promote a product or service

Show evidence of an exploration of a range of possible career opportunities and the principle personal attributes associated with each

Design is an integrated discipline in which many aspects of LO 3: Design in Context are also embedded within LO 1: The Design Process, and LO 2: Design Production. This interface enables learners to apply theoretical concepts and content knowledge to the practical design process. Learners develop design and cultural literacy, are able to contextualise design processes and products, and are able to interpret and make use of non-verbal (visual or symbolic) language as a means of communicating ideas, exploring fresh concepts and creating new understandings.

All content knowledge and practical skills must be delivered through the three Design Learning Outcomes and their associated Assessment Standards. Assessment in Design is based on the gathering, monitoring and evaluating of evidence about the learners' development and knowledge of design skills and contextual understanding of the role of design in South Africa, Pan Africa and globally - not only in the past and present, but also in the future. The assessment of Design should also promote critical reflection on a diversity of design issues closely associated with human rights, social justice, environmental sustainability, and the social responsibility of the designer.

Practical skills, attitudes and values need to be assessed in authentic, integrated assessment tasks. Furthermore, all assessment tasks should be accompanied by a detailed criterion-based assessment tool on which the evidence of the attainment of the criteria is recorded.

Evidence of practical skills can, as a rule, be verified through the presentation of evidence produced by the learner. This evidence can take many different forms depending on the requirements of the project.

3.1.2 Weighting of Learning Outcomes

All Learning Outcomes and Assessment Standards are equally important and must be achieved. However, some skills take longer to learn and some processes are more complex than others. These factors influence the time spent on introducing and developing various skills and knowledge in the Design room.

It is important that the assessment of practical assignments or tasks does not simply focus on the end product, but takes cognisance of the *process*, thus reflecting the requirements of Learning Outcomes 1, 2 and 3 i.e. conceptualising, producing and presenting, and understanding design in cultural, environmental and business contexts, historically and in contemporary practice.

Even though the Learning Outcomes and Assessment Standards are interlinked and usually taught in an integrated manner, the teacher should keep assessment simple by focussing on one Learning Outcome for the task, and cluster its Assessment Standards to suit the purpose of the task. The weighting of the Learning Outcomes are therefore as follows:

Suggested weighting of the Learning Outcomes:

Learning Outcome 1: The Design Process	Learning Outcome 2: Design Production	Learning Outcome 3: Design in Context
25%	25%	50%

3.1.3 Assessing the Design Process

The holistic nature of the design process requires that many different aspects to design, designing and making need to be assessed to clearly determine the levels of competency and understanding of the learners and their ability to communicate this learning. The balance between theory and practice must be fair and correct and above all must reflect the holistic, integrated and iterative nature of the subject. The process of developing a design concept in response to a need, taking into account the contextual, historical, technical, cultural, social, and conceptual elements that shape a design solution, requires that the material progressively assembled, and the knowledge and skills acquired in arriving at the final product, be assessed in relation to that final solution. The tool for this assessment is the Design Source Book/ Workbook.

The Design Source Book/ Workbook

The Design Workbook provides the cumulative evidence of work completed for the various practical tasks during the year. Design Workbooks may be related to specific practical tasks, providing all the relevant evidence supporting the process up to the final product(s).

The Design Source Book/ Workbook contains all the practical and theoretical evidence that demonstrates the learner's personal progress and levels of achievement, in the various design skills and knowledge. It may contain the following:

In respect of brief definition, process and idea generation:

Records of the conclusions of brainstorming sessions, SWOT analyses, mind mapping, spider diagrams, questionnaires, worksheets, sketches, images, photographs, the learners' design and research briefs, design evaluation criteria and design specifications.

Research:

Collation, analysis, interpretation and organisation of findings of particular aspects (technical, social, cultural, economic), detailed sketches, samples, swatches, storyboards, summaries of interviews, questionnaires, worksheets, photographs, comparative analyses, case studies, market surveys, and research reports.

Conceptualisation:

Sketches, models, results of experiments with materials, finishes and decorative treatments, working and technical drawings, plans, costings, marketing plans.

Production:

Production plan, testing and evaluation work sheets and questionnaires, technical notes and explanatory drawings, recording of production processes, evaluation and reflection on what could be improved/changed.

Evaluation:

Evidence of the evaluation of the design solution, including trials, and end-user surveys, tests, measurement of performance against evaluation criteria, market and user surveys.

Self reflection:

A record of the learner's creative and development journey, including self-assessment

3.2 Daily Assessment in Grades 10, 11 and 12

Successful learning in design involves an on-going cycle of critical reflection, revisiting and revising aspects of work in order to broaden and deepen skills, knowledge and insight.

Daily assessment needs to take place on an informal basis during the process of learning, in order to allow the teacher to provide the learner with ongoing formative support. In this way learners receive feedback on their performance while still involved with a task and not only at the end. Thus knowledge or skills gaps can be identified early on, and the necessary support and guidance given before the learner completes the task. This type of assessment should not be used for formal reporting purposes. It is important to note that it is not always necessary to use the national rating codes when carrying out daily assessment. Simple criteria and a limited score or range of marks can be used, depending on the purpose and context of the project / brief/activity.

Daily assessment tasks are used for the following purposes:

- Developing learners' generic skills, knowledge, attitudes and values in design, and in the chosen design discipline
- Assessing learners' strengths and weaknesses
- Motivating and encouraging learners
- Encouraging collaboration or independent work
- Developing visual communication skills
- Developing learners' technical and making skills
- Developing learners' problem solving skills
- Enrichment
- Personal growth and social responsibility

Examples of daily assessment tasks include:

- Identifying a need, problem, opportunity, or responding to a practical or theory brief, exploring the interdisciplinary nature of design which draws on a variety of disciplines
- Study of factors affecting approaches to design and production, including function, form, aesthetics, end user aspirations and contexts, time factors – historical and contemporary - quality and trends
- Study of human, technical and environmental factors
- Accessing information and data, how to collate, analyse, interpret and organise information
- Study of the formal elements of design
- Drawing assignments (observational/expressive/visualisation of ideas and concepts)
- Communication and presentation techniques, including visual, graphical, written, oral and digital
- How to evaluate design and develop criteria for measuring success
- Design Literacy. Language and terminology (verbal and non verbal)
- Studying the work of designers, their practice and processes and the context of their work
- Investigating and applying the use of appropriate materials, production processes and techniques
- Critical and contextual analysis of Design examples e.g.
 - **Packaging:** (products in local supermarkets or spazas)
 - **Visual Communication:** web sites, advertising & product branding, digital visual information

- **Products:** cell phones, bikes, computers, motor cars, shoes, sunglasses, pens,
- **Surfaces:** clothing, textiles, gift wrap, wallpaper, carpets, ceramic tiles, mosaics
- **Environmental: buildings (schools, homes, community commercial areas, offices, play spaces and green areas)**
- Methods of experimentation and generation of ideas
- Managing the design process and developing work plans, including time management
- Market and end-user research
- Exploring historical and cultural influences

Examples of assessment tools:

- Checklist (teacher and/ or learners)
- Worksheets
- Questionnaires
- Teacher Observation sheet
- Assessment Rubric (analytic, holistic, rating scales etc)
- Self Assessment
- Peer Assessment
- Sketches, drawings, models and prototypes

3.3 Programme of Assessment in Grades 10 and 11

The Programme of Assessment for Design in Grades 10 and 11 consists of 7 tasks. Two tasks are tests, three integrated practical tasks and two examinations. The midyear examination includes a written and a practical examination. The end-of-year includes a written and practical examination and an exhibition.

Process work done for all these tasks is contained in the Design Source Book/ Workbook.

PROGRAMME OF ASSESSMENT (400 marks)		
ASSESSMENT TASKS	END-OF-YEAR ASSESSMENT	
25% (100 marks)	75% (300 marks)	
	PRACTICAL EXAMINATION	WRITTEN EXAM
	(150 marks)	(150 marks)
<ul style="list-style-type: none"> ● 2 tests ● 1 exam (midyear) ● 3 integrated practical tasks 	<ul style="list-style-type: none"> ● Practical examination – 100 marks ● Presentation and exhibition – 50 marks (consists of integrated practical tasks undertaken during the year converted to 50) 	<ul style="list-style-type: none"> ● Written exam (all LOs) – 150 marks

The following table provides an example of a Programme of Assessment and the mark allocation for Grades 10 and 11. While the Practical Assessment Task which includes the three integrated practical tasks is allocated a minimum of 60 hours spread across the year, and hours for the midyear examinations are prescribed, the allocated amount of time for the remaining internal assessment tasks are variable because schools operate according to different frameworks.

TERM 1	TERM 2	TERM 3	TERM 4	
TASK 1: Integrated Practical Task 20 hours (50)	TASK 3: Integrated Practical Task 20 hours (50)	TASK 5: Integrated Practical Task 20 hours (50)	END-OF-YEAR ASSESSMENT TASK 7.1: PRACTICAL EXAM 18 hours (100) <u>AND</u> Presentation and exhibition (50) (Tasks 1+3+5 = 150 converted to 50) Total: 150 + TASK 7.2: Written examination 3 hours (150) Total: 150	100% = 400 marks
TASK 2: Test (50)	TASK 4: Midyear Examination Written (100) Practical (50)	TASK 6: Test (50)		
100	+ 200	+ 100 = 400/4	300	

3.3.1 Examples of assessment tasks in Design

Tests

The tests in Design must be substantive in terms of time and marks, and must provide for a range of abilities and assess a range of knowledge and skills. For example, a test should last a minimum of 60 minutes and count a minimum of 50 marks. Tests should include the theory underpinning the design process, design production and design in context.

Integrated practical tasks culminating in the mark for the exhibition

The three integrated practical tasks should include both preparatory practical and theoretical work and a product produced on this preparation.

A Source Book must be developed to provide evidence of the preparatory work undertaken prior to the production. This preparatory work could include planning, preliminary sketches, research or any other written tasks required to be carried out before the product is produced.

Marks must be allocated to both the preparatory process recorded in the source book and the final product.

The marks for the integrated practical tasks will be constituted and attained by the following elements which must be weighted according to the focus of the task:

- Preparatory work recorded in a Source book
- Presentation of the product
- Making of the product

These integrated practical tasks allow learners to demonstrate their practical, technical, theoretical and research skills in depth, their ability to solve problems, show evidence of innovative thinking and insight.

The evidence produced in the three integrated practical tasks culminates in an exhibition at the end of the year. The marks earned in each of the integrated practical tasks (preparation in source book and practical work) are added together to arrive at a mark out of 150 converted to 50.

Note: Grade 11 practical year work can form part of the Grade 12 final exhibition.

The exhibition, incorporating the three integrated practical tasks, will run from January to September. While most schools run on a four-term system, there are some schools that work on a three-term system, and it would therefore be more useful, in administering the integrated practical tasks, to plan in months rather than terms.

Examples of integrated practical tasks

- Health or environmental issues are very important issues in South African society. Select one issue and develop a strategy and associated promotional material/products to raise public awareness.
- Body adornment is an important feature of all cultures and may take many different forms and serve different functions. Make and market a trend setting idea.
- Celebrations have particular rituals and objects related to them. Design, make, package, and market a particular object/product linked to such a celebration.

The WORKBOOK/SOURCEBOOK LO 1 (reference, research and preparatory drawings) and the Final Practical Work/s / Product/s LO 2 are to be seen as a unit. The completed WORKBOOK/SOURCEBOOK and the Final Work/s are to be handed in at the given date and learners will be required to exhibit their work during the 4th term. Individual schools may set their own submission dates to suit their own internal schedules for Grade 10 and Grade 11.

Examinations

Examinations are part of the seven tasks given to Grade 10 and 11 learners. This means that the midyear and end-of-year exams form part of the seven tasks.

3.3.2 Examinations in Design

Learners are expected to complete practical and written papers for each examination. The practical examination paper and instructions are to be handed to the candidates at the end of the third term or beginning of the fourth term for Grade 10 and Grade 11 depending on the school's internal program.

Suggested outline for the midyear and end-of-year examinations in Grades 10 and 11:

GRADE 10 AND 11		
MIDYEAR EXAMINATIONS		
PRACTICAL EXAMINATION	Format	GRADE 10: Learner responds to a single design brief. GRADE 11: Learner responds to a single design brief in a specified context.
	No. of papers	01
	Duration	To be carried out during contact time Maximum: 6 hours
	LOs	All LOs
WRITTEN EXAMINATION	Format	Design Literacy Theory of design and application to the design process Design History
	No. of papers	01
	Duration	GRADE 10: 2 hours GRADE 11: 2½ hours
	LOs	All LOs
END-OF-YEAR EXAMINATIONS		
PRACTICAL EXAMINATION	Format	Presentation of final examination process and products: October - November
	No. of papers	01
	Duration	GRADE 10: 18 hours during term 4
	LOs	All LOs
WRITTEN EXAMINATION	Format	Design Literacy Theory of design and application to the design process Design History
	No. of papers	01
	Duration	GRADE 10: 2 hours GRADE 11: 2½ hours
	LOs	All LOs

3.4 Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Design and external assessment which makes up the remaining 75%. The Programme of Assessment for Design comprises seven tasks which are internally assessed. The external assessment component includes three tasks: an exhibition (50), a practical examination (100) and a written theory paper (150). Together these external tasks make up the remaining 75%. The external assessment tasks are externally set and moderated.

PROGRAMME OF ASSESSMENT	EXTERNAL ASSESSMENT	
INTERNAL ASSESSMENT TASKS	EXTERNAL TASKS	
25% (100)	75% (300)	
<ul style="list-style-type: none"> • 2 tests • 2 exams (midyear and trial) • 3 integrated practical tasks 	PAT	WRITTEN EXAM
	150 marks	150 marks
	<ul style="list-style-type: none"> • Practical examination – 100 marks • Presentation and exhibition – 50 marks (consists of integrated practical tasks undertaken during the year converted to 50) 	<ul style="list-style-type: none"> • Written exam (all LOs) – 150 marks

The Programme of Assessment for Design in Grade 12 consists of 7 tasks. Process work done for these tasks is contained in the Design Workbook. Both tests and the midyear and trial examinations are internally assessed.

The tasks contained in the Programme of Assessment and External Assessment constitute the annual assessment plan for Grade 12.

The following table provides an example of the annual assessment plan and tasks for Grade 12.

TERM 1	TERM 2	TERM 3	TERM 4	100% = 400 marks
TASK 1: Integrated Practical Task 20 hours (50)	TASK 3: Integrated Practical Task 20 hours (50)	TASK 5: Integrated Practical Task 20 hours (50)	TASK 7.1 (continued) EXTERNAL PRACTICAL EXAM 18 hours (100)	
TASK 2: Test (50)	TASK 4: Midyear Examination <ul style="list-style-type: none"> • Written (100) • Practical (50) 	TASK 6: Test (50)	<u>AND</u> Presentation and exhibition (50) (Tasks 1+3+5 = 150 converted to 50)	
		TASK 7:1 (PAT) Trial Examination <ul style="list-style-type: none"> • Written (100) • Practical (50) 	Total: 150 + TASK 7.2 Written examination 3 hours (150)	
100	+ 200	+ 100 = 400/4 = 100	Total: 150 300	

In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term.

3.4.1 Examples of assessment tasks in Grade 12

Tests

The tests in Design must be substantive in terms of time and marks, and must provide for a range of abilities and assess a range of knowledge and skills. For example, a test should last a minimum of 60 minutes and count a minimum of 50 marks. Tests should include the theory underpinning the design process, design production and design in context.

Integrated practical tasks culminating in the mark for the exhibition

The three integrated practical tasks should include both preparatory practical and theoretical work and a product produced on this preparation.

A Source Book must be developed to provide evidence of the preparatory work undertaken prior to the production. This preparatory work could include planning, preliminary sketches, research or any other written tasks required to be carried out before the product is produced.

Marks must be allocated to both the preparatory process recorded in the source book and the final product.

The marks for the integrated practical tasks will be constituted and attained by the following elements which must be weighted according to the focus of the task:

- Preparatory work recorded in a Source book
- Presentation of the product
- Making of the product

These integrated practical tasks allow learners to demonstrate their practical, technical, theoretical and research skills in depth, their ability to solve problems, show evidence of innovative thinking and insight.

The evidence produced in the three integrated practical tasks culminates in an exhibition at the end of the year. The marks earned in each of the integrated practical tasks (preparation in source book and practical work) are added together to arrive at a mark out of 150 converted to 50.

Note: Grade 11 practical year work can form part of the Grade 12 final exhibition.

The exhibition, incorporating the three integrated practical tasks, will run from January to September. While most schools run on a four-term system, there are some schools that work on a three-term system, and it would therefore be more useful, in administering the integrated practical tasks, to plan in months rather than terms.

The WORKBOOK/SOURCEBOOK LO 1 (reference, research and preparatory drawings) and the Final Practical Work/s / Product/s LO 2 are to be seen as a unit. The completed WORKBOOK/SOURCEBOOK and the Final Work/s are to

be handed in at the given date and learners will be required to exhibit their work during the 4th term. The date will be confirmed in an official National Department of Education letter for Grade 12 where it is compulsory to exhibit the work for moderation.

Examinations

Examinations are part of the seven tasks given to Grade 12 learners. This means that the midyear and trial exams form part of the seven tasks.

GRADE 12		
MIDYEAR AND TRIAL EXAMINATIONS		
PRACTICAL EXAMINATION	Format	Learner responds to a single design brief in a specified context.
	No. of papers	01
	Duration	To be carried out during contact time Maximum: 6 hours
	LOs	All LOs
WRITTEN EXAMINATION	Format	Design Literacy Theory of design and application to the design process Design History
	No. of papers	01
	Duration	3 hours
	LOs	All LOs

3.4.2 External Assessment in Grade 12

The external assessment component in Grade 12 consists of an exhibition, a practical examination and a written theory examination.

3.4.2.1 Exhibition

The evidence produced in the three integrated practical tasks culminates in a Practical Assessment Task at the end of the year. The marks earned in each of the integrated practical tasks (preparation in source book and practical work) are added together and converted to arrive at a mark out of 50.

Three Practical Year works as well as the two Examination Practical works (June and End of Year Practical Examination Work) must be exhibited for Grade 12 assessment and must be available to the Examiner/Panel/Moderator. Learners may choose to exhibit more works. The year work and exhibition should show the learners' involvement and commitment over the period of the first three terms.

3.4.2.2 Examination papers

Learners are expected to complete two examinations: one practical and the other written. The practical examination will focus on Learning Outcomes 1 and 2, while the three-hour written examination paper will focus on all three Learning Outcomes for Design.

Suggested outline for the Grade 12 external examination:

END-OF-YEAR EXAMINATIONS		
PRACTICAL EXAMINATION	Format	Presentation of final examination process and products
	No. of papers	01
	Duration	18 hours during term 4
	LOs	All LOs
WRITTEN EXAMINATION	Format	Design Literacy Theory of design and application to the design process Design History
	No. of papers	01
	Duration	3 hours
	LOs	All LOs

The practical examination paper and instructions are to be handed to the candidates as confirmed on the final examination timetable for Grade 12.

Examination work for Grade 12 must be certified as a candidate's own original work by the examination commissioner and the principal of the school, and clearly marked as such.

3.5 Moderation of assessment tasks

The design workbook(s) and products required for internal assessment in Grades 10 to 12 will be presented as an exhibition or display. See Appendices 1 and 2 for examples of moderation tools.

Moderation of exhibition work

The final product(s) that have resulted from the learners' individual responses to the externally set Design brief, together with Design Workbook containing supporting evidence of the process, will be presented in the form of an exhibition or display. The work will be assessed by the teacher and moderated by a provincially appointed moderator.

3.6 Supervision of Learners' Work

Learners must be able to work in conditions that allow the teacher adequate supervision. Regular communication with individual learners will allow the teacher to testify to the authenticity of the learners' work.

Both the learner and the teacher are required to sign a declaration confirming the work submitted for assessment is the learner's own. The teacher declares that the work was conducted under the specified conditions.

3.7 Promotion

For promotion and certification purposes learners should achieve at least a level 2 rating (Elementary achievement: 30–39%) in Design.

APPENDIX 1: EXAMPLE OF AN INTERNAL MODERATION TOOL

DESIGN: MODERATION of INTERNAL ASSESSMENT		
Region: _____ District: _____		
Name Of School: _____		
Name of Teacher: _____		
Grade: _____ Term: _____		
LEARNER'S PORTFOLIO	✓ or x	Comments
Does the portfolio cover carry all the necessary information i.e. name of learner, grade, name of school, year?		
Does the portfolio have an index?		
Have the required amount of assessment tasks been carried out?		
Assessment tasks – what evidence?		
Controlled tests?		
Informal assessment tasks?		
Research Tasks?		
Practical Assignments in response to project briefs using different forms, media and methods, and showing evidence of designing and making skills		
Exhibitions, displays?		
Design Workbook – evidence of research, analysis of problem, generation of ideas, development of solutions, evaluation, testing and modification, specification, and planning for making?		
Standard of assessment		
Do the tasks reflect all the LOs?		
Do the tasks reflect the appropriate Assessment Standards for the Grade?		
Has assessment been carried out according to the set criteria and/or memorandums?		
Are the marks/level descriptors awarded fair and consistent according to the level of the Grade?		
Are the assessment tasks of a satisfactory standard?		
Are the assessment tools included?		
Do the tasks take into account the varying abilities of learners i.e. do they reflect varying levels of difficulty?		
Do the tasks sufficiently develop skills, knowledge, attitudes and values?		
Is there evidence of feedback?		

TEACHER'S PORTFOLIO	✓ or x	Comments
Does the portfolio cover carry all the necessary information i.e. name of teacher, name of school, year?		
Is the Portfolio well organized and indexed?		
Are all mark sheets included?		
Assessment tasks		
Is there evidence of a range of assessment tasks being carried out?		
Are copies of instructions for all assessment tasks included?		
Are the assessment tools included?		
Further comments: see below		
_____ Signature of Teacher	_____ Date	
_____ Signature of Head of Department/Cluster Coordinator/Provincial Moderator	_____ Date	

APPENDIX 2: EXAMPLE OF A MODERATION TOOL FOR LEARNERS.

DESIGN: MODERATOR’S REPORT

This marksheet should be prepared by teachers (fill in names etc.) before moderation has been scheduled. It must be submitted in the teacher’s portfolio. This portfolio must be placed on the first candidate’s portfolio at the learner’s final exhibition (November).

SCHOOL: _____ DISTRICT: _____

TEACHER: _____ TEL/FAX: _____

SUBJECT: _____ GRADE: _____

Candidate’s Name	Educator’s Mark Learning Outcomes									Moderated Mark Learning Outcomes									Moderator’s Comments		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
	Term 1			Term 2			Term 3			Term 1			Term 2			Term 3					

Moderator’s Signature: _____

Moderator’s School: _____

Tel/Cell number: _____

Fax number: _____

Date: _____