DESIGN

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement

Further Education and Training Phase Grades 10-12

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

basic education

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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 10-12

DESIGN

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FOREWORD BY THE MINISTER

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) and the *National Curriculum Statement Grades 10-12* to produce this document.

From 2012 the two National Curriculum Statements, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* represents a policy statement for learning and teaching in South African schools and comprises of the following:

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

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SECTION 1

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS FOR DESIGN GRADES 10-12

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) 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 b(i) and (ii) 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, 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	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

(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 1-2. 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

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

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	**4** (1,5) (1) (1,5)
TOTAL	**27,5**

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 Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27,5**

1.4.4 Grades 10-12

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

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**
TOTAL	**27,5**

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 the offering of these subjects.

SECTION 2

Design

2.1 What is Design?

Design is a creative problem-solving process and includes the study of both design practice and design theory. The design process involves problem identification, planning, research, innovation, conceptualisation, experimentation and critical reflection.

This process typically results in new environments, systems, services and products, which may be unique or intended for mass production, or which may be constructed by hand or produced by mechanical and/or electronic means.

Design adds value to life by creating products that have a purpose, that are functional and that have aesthetic value. Design products can shape the social, cultural and physical environment to the benefit of the nation.

Most importantly, Design equips learners with crucial life skills such as visual literacy, critical and creative thinking, self-discipline, and leadership. It also encourages learners to be resourceful and entrepreneurial, to strategise and to be team players.

2.2 Specific aims

In Grades 10 to 12, Design learners will

- develop their ability to analyse, invent, innovate and construct visual language
- develop knowledge, technical abilities and skills in the conceptualisation, production and context of design
- explore and manipulate materials, processes and techniques efficiently, economically, safely and responsibly
- appraise their own work and that of others critically
- understand that design may be a tool for social change by improving the quality of life and providing solutions in response to individual and community needs
- understand the social and historical contribution of design with regard to economic growth, entrepreneurship and sustainability
- develop an awareness of career opportunities in the design industry
- manage their own working process and time effectively
- develop presentation and communication skills in order to convey design concepts accurately
- acknowledge and reflect on the design, art and craft of local and international and past and present cultures

2.3 Time allocation for Design

Design teachers are entitled to a minimum of four teaching hours per five-day week. In addition to this, Design learners are expected to work outside of school time.

Since the practical components of design are extremely time consuming, the practical and theoretical aspects should be integrated wherever possible. The ratio of practical to theoretical teaching contact time should be 3:1. The weighting of the assessment of the practical and theoretical components is 60%:40%.

2.4 Overview of topics and weighting

Design uses the following three (3) topics that are repeated every term in every grade:

	Topics	Time weighting: Four (4) hours per week
1.	Design process and factors influencing the process Design in a business context	30% 15 hours per practical task per term Design in a business context to be presented as independent research during the process
2.	Design production, time management and safe practice	30% 15 hours per practical task per term
3.	Design theory: • history of design • design literacy • design in a socio-cultural/ environmental and sustainable context	40% Minimum of one (1) hour per week throughout the year Each component can be taught in a module

PLEASE NOTE: The above time-weighting guides are estimates and may vary from task to task.

2.5 Content

Grade	Overview of topics
Topic 1: Design process and factors influencing the process Design in a business context	
10	**Process** Basic knowledge and application of the design process: • Work from a brief. • Investigate the context. • Generate ideas and investigate different approaches and methods. • Investigate the use of appropriate materials. • Produce samples, prototypes or maquettes. • Evaluate the ideas generated and select the best solution. • Knowledge and an appreciation of design as a powerful instrument of change to add value to life. **Influencing factors** • Basic knowledge and an awareness of aesthetics and functionality. • An awareness of responsible design practice. • Development of drawing skills. **Design in a business context:** Research • An awareness of some of the ways in which design products and services are marketed (visual merchandising).
11	**Process** An understanding of the interrelated nature of the planning, action and reflection cycle that informs the design process: • Work from a brief or identify a need, a problem or an opportunity. • Investigate the context. • Generate ideas and investigate different approaches and methods. • Investigate the use of appropriate materials and production techniques. • Produce samples, prototypes or maquettes. • Evaluate the ideas generated and select the best solution. • Knowledge and an appreciation of design as a powerful instrument of change to add value to life. **Influencing factors** • Knowledge and an awareness of aesthetics and functionality, trends and markets. • Basic knowledge of the difference between designing for a need and designing for what the market wants. • Basic knowledge of responsible design practice. • Further development of drawing skills. **Design in a business context:** Research • The basics of costing and pricing in the marketing of a design product or service. • An ability to design products and services in terms of target markets. • The business and social responsibility of designers. • Field trip to investigate career and tertiary opportunities in design. • Curriculum Vitae (CV) and application letter to a tertiary institution offering the subject Design (if applicable).

Grade	Overview of topics
12	**Process** Demonstrate a sound understanding of the interrelated nature of the planning, action and reflection cycle that informs the design process: • Work from a brief or identify a need, a problem or an opportunity. • Investigate the context. • Generate ideas and investigate different approaches and methods. • Investigate the use of appropriate materials and production techniques. • Produce samples, prototypes or maquettes. • Evaluate the ideas generated and select the best solution. • Gain knowledge and appreciation of design as a powerful instrument of change to add value to life. **Influencing factors** • Knowledge and an appreciation of aesthetics and functionality, trends and markets. • Knowledge of the difference between designing for a need and designing for what the market wants. • Knowledge and an appreciation of responsible design practice. • Continued development of drawing skills. **Design in a business context:** Research • One award-winning South African designer, design agency or company. • A basic understanding of marketing design products in terms of target market, packaging and advertising. • An understanding of responsible design by considering human rights and environmental issues throughout the process. • Field trip to investigate career and tertiary opportunities in design. • Career opportunities within the design discipline: range, scope, training needed, and training availability.
Topic 2: Design production, time management and safe practice	
10	**Design production – making the product and presenting it** • Introduction to design processes products and materials. • Apply and provide evidence of the design process. (The final product should show clear evidence of the design process and relevance to the brief.) • Demonstrate basic competence in materials and techniques chosen to create design solutions. • Present and communicate a design solution. • Employ and discuss the design elements and principles in the final product, service or environment. **Time management** • Self-discipline. • Planning, organisation and management of own work. • Keeping to the time schedules. **Safe practice** • Safe working practices at all times in the use of materials and equipment. • A basic understanding of the health and environmental implications related to the use of materials.

Grade	Overview of topics
11	**Design production – making the product and presenting it** • Apply and provide evidence of the design process. (The final product/solution should show clear evidence of the design process and relevance to the brief/problem.) • Demonstrate competence in materials and techniques chosen to create design solutions. • Present and effectively communicate a design solution. • Interpret, use and explain the choice of design elements, principles and materials in the final product, service or environment. **Time management** • Self-discipline. • Planning, organisation and management of own work. • Keeping to the time schedules. **Safe practice** • Safe working practices at all times in the use of materials and equipment. • Understanding of the health and environmental implications related to the use of materials.
12	**Design production – making the product and presenting it** • Apply and provide evidence of the design process. (The final product/solution should show clear evidence of the design process and relevance to the brief/problem.) • Demonstrate proficiency in materials and techniques chosen to create design solutions. • Present and effectively communicate a design solution. • Interpret, use and explain the choice of design elements, principles and materials in the final product, service or environment. **Time management** • Self-discipline. • Planning, organisation and management of own work. • Keeping to the time schedules. **Safe practice** • Safe working practices at all times in the use of materials and equipment. • An understanding and application of the health and environmental implications related to the use of materials.
Topic 3: Design theory: design literacy, history of design and design in a socio-cultural/environmental and sustainable context	
10	**Design literacy** • Basic knowledge of the theory and the terminology that underpins and describes design in both theory and practice. **History of design** • Basic knowledge that underpins the historical development, characteristics and influences of styles in design (including the classical design). **Design in a socio-cultural/environmental and sustainable context** • Demonstrates an awareness of how design shapes the physical and the social environment. • Understand and explain ways in which design can be used to benefit society. • Explore and interpret signs and symbols in our world.

Grade	Overview of topics
11	**Design literacy** • Knowledge of the theory and the terminology that underpins and describes design in both theory and practice. **History of design** • Sound knowledge of the historical development, characteristics and influences of styles in design. **Design in a socio-cultural/environmental and sustainable context** • Critically reflect on how design shapes the physical and the social environment. • Demonstrate ways in which design can be used to benefit society. • Understand signs and symbols, stereotyping, bias and prejudice in design.
12	**Design literacy** • Apply the theory and the terminology that underpins and describes design in both theory and practice with confidence. **History of design** • **Revise design movements learnt in Grades 10 and 11.** • Sound knowledge of the historical development, characteristics and influences of styles in design. **Design in a socio-cultural/environmental and sustainable context** • Demonstrate an understanding of the ways in which design can be used to reinforce or challenge social, cultural, environmental and ethical issues. • Understand and interpret signs and symbols, stereotyping, bias and prejudice in design. • Demonstrate an understanding of the designer's responsibilities in relation to environmental issues and sustainable design. • One South African designer concerned with social issues. • One international designer concerned with social issues. • One South African designer concerned with environmental issues. • One international designer concerned with environmental issues.

2.6 Teaching guidelines

Many aspects of design can be covered during Grades 10 to 12, but it is impossible to include everything. The curriculum is flexible to accommodate differences between schools, teachers' specialist skills and learners, and to encourage creativity and diversity. However, a specialised field of focus from Grade 11 is recommended to ensure progression and development (see addendum A). There is a choice of **one** of the following categories as a particular path of discovery:

1. Visual Communication/Information Design and/or Digital Design

2. Surface Design and Two-dimensional Craft Design

3. Product Design and Three-dimensional Craft Design

4. Environmental Design

The content, concepts and skills for the subject Design are contained in three topics. All three topics, namely the **design process, design production** and **design theory, are repeated every term.** These topics are not mutually exclusive but are interrelated and incorporate specific design practical and theoretical skills, knowledge and values that should be developed in increasing complexity from Grade 10 to Grade 12.

Topic 1 (Process) and topic 2 (Production) are the creative or practical aspects of the subject and are closely interrelated. The design process (planning) and production (making) involve in essence, *how to design*.

Topic 3 (Design Theory) is the theoretical aspect of the subject and includes a review of design literacy, the history of design, design in a socio cultural/environmental and sustainable context, and design in a business context (to be integrated with topic 1, Process).

The theory does not always have to relate to the practical and it can be dealt with in isolation. However, it can be useful to engineer the practical specifically to tie in with the theory because design theory is linked to design process and production. It will enable learners to develop visual, design and cultural literacy, contextualise design products, and interpret and use non-verbal (visual or symbolic) language as a means of communicating new ideas, concepts and understandings. For example, give learners a stylisation project for topics 1 and 2 in which they have to design an Art Deco-inspired package while studying Art Deco for topic 3.

The history of design content cannot be seen in isolation or in the context of one country only. It is vital to emphasise the importance of the design history globally in order to equip learners with sufficient knowledge to create innovative designs. This knowledge will empower the learner to improve on existing design concepts. The learner needs to understand design in the past in order to be successful in future design.

The teaching of practical design content, concepts and skills is cyclical rather than linear. These elements are taught throughout the year, every year, with increasing complexity. Teachers should have high expectations of learners' ability to achieve and should plan their classes to provide for the multiple levels of ability present in every class. Further guidelines for teaching these topics follow below and includes a checklist for ongoing assessment.

Topic 1: Design process and factors influencing the process

The source book/workbook is the manifestation of topic 1. This source book/workbook is a personal "scrapbook" of ideas and stimuli, which should reflect an individual's own style, interests and personality. It should be full of exciting ideas and images and a useful source for use in practical assignments. Learners should put all their conceptual ideas, planning, experimentation and exploratory work in their design source book/workbook. There should be a source book/workbook for each grade.

The source book/workbook provides insight into the way in which learners have formed ideas, how many alternatives they have investigated and other processes leading to the final work. The source book/workbook should clearly communicate all thought processes leading to the making of the design product. The size of the source book/workbook will depend on the context of the specific school/institution.

Topic 1: Source book/workbook (Process)

EXAMPLE OF A CHECKLIST AND ASSESSMENT TOOL

CRITERIA		
Expression of intention and rationale/concept	√	10
Evidence of research, experimentation and reflection	√	10
Evidence of detailed planning, drawing skills and presentation	√	10
Evidence of final drawing/collage/maquette related to the final concept	√	10
Research (Design in a business context)	√	10
TOTAL		**50**

Topic 2: Design production, time management and safe practice

- The practical component should be planned so that practical work could be developmental, ensuring progression of skills and tasks, within each grade and across the grades .
- It should be appropriate for the resources, materials, equipment and facilities at a school.
- It should be supported by a learner source book.
- It should allow for a variety of media, techniques, disciplines and approaches.
- It should relate to learners' own experiences and context.

Ideas for the setting of practical briefs

- Formal, skills-based and technical assignments
- Learners use a language-based stimulus (word, poem, extract, synonyms, definitions, etc.)
- Learners respond to a current event, an issue pertinent to their personal experiences, another existing design , etc
- Different approaches to recording images, such as observation, analysis, expression and imagination
- Investigating the conventions of figurative, representational and abstract imagery

It is important to ban direct copying from magazines, the internet, etc. Direct copying of a design/image that is not the learner's own should be penalised. This is a form of plagiarism and is unacceptable. Utmost importance is placed on the process of transformation of the source material. However, learners may use appropriate designs/images from magazines, websites, etc., and combine them with other designs/images to create their own interpretations or improvements.

Options for practical work

Drawing is a compulsory part of all practical options in Design.

A specialised field of focus from Grade 11 is recommended to ensure progression and development through the different grades.

Possible approaches for progression in the practical

GRADE 10

- Introduction to various design fields
- Introduction to basic skills, techniques, materials and themes
- Step-by-step projects and process work
- Investigation of different approaches to expand learners' vocabulary

GRADE 11

- Progressively increasing complex practical tasks
- More specialised projects
- More individual experimentation to accommodate individual solutions
- Should show the learner's ability to sustain work from an initial starting point to realisation and should include evidence of their ability to research and develop ideas

GRADE 12

- Open-ended briefs, where learners choose the materials, tools, techniques, themes and processes best suited to their individual interests

Note: The practical assessment task (PAT) for a term need not only be one final work, but could be a series of related works.

Topic 2: The product

EXAMPLE OF A CHECKLIST AND ASSESSMENT TOOL

CRITERIA		
Creativity/Originality/Interpretation in terms of the concept and solutions relevant to the brief	√	10
Evidence of design involvement: the appropriate use of design elements and principles	√	10
Technique/Craftsmanship/Method	√	10
Completion of work/time management/evidence of full utilisation of available time	√	10
Professional presentation and functionality of the design solution	√	10
TOTAL		**50**
COMBINED TOTAL: Sections A and B		**100**

Formal assessment will take place by means of PATs (practical assessment tasks), theory tests and examinations.

You should give learners a **written brief** at the beginning of every PAT (two- or three-dimensional practical assessment task).

It is important to do so because it will

- orientate the learner to understand the main aims and concepts of the PAT
- provide clear working guidelines
- set expectations, minimum requirements and deadlines regarding the end product
- help set criteria for assessment

The **written brief** should inform learners of

- details of the project regarding the **scope and focus**: key aims, concepts and skills
- sources, resources and approaches required for the **design process**
- expectations regarding the **depth and breadth of the research**, for example, details of the type of research and the minimum amount of pages in the workbook
- details of the **end product** and its function
- suggested approaches and methods in the **design production**
- any **restrictions** in relation to materials, techniques, size and function
- mini-deadlines or checkpoints along the way; and final submission **deadlines**
- **assessment guidelines**: procedures and criteria.

List of formal assessment tasks:

Grades 10 and 11

Term	Formal assessment tasks	Activities
1	**1 (practical)** **2 (theory)**	**Practical Assessment Task (PAT) 1** **Theory Test**
2	**3 (practical)** **4 (theory)**	**Practical Assessment Task (PAT) 2** **June Theory Examination**
3	**5 (practical)** **6 (theory)**	**Practical Assessment Task (PAT) 3** **Theory Test**
4	**7 (practical + theory)**	**Final Examination (internal):** **Paper 1: Theory** **Paper 2: Practical** **Retrospective Exhibition**

Grade 12

Term	Formal assessment tasks	Activities
1	1 (practical) 2 (theory)	Practical Assessment Task (PAT) 1 Theory Test
2	3 (practical) 4 (theory)	Practical Assessment Task (PAT) 2 June Theory Examination
3	5 (practical) 6 (theory)	Preliminary Examination: Practical (beginning of third term) Theory Test
4	7 (practical + theory)	Final Examination (external): Paper 1: Theory Paper 2: Practical Retrospective Exhibition for moderation: Grade 11: ONE best work Grade 12: PATs 1 and 2, Preliminary practical, research (compulsory) + final examination practical

IMPORTANT: The order of the teaching content per grade is FLEXIBLE to allow for different teaching and learning approaches, and an integrated approach.

2.7 Progression

Three key topics are repeated with increasing complexity every term in each grade. The reason is that teaching of practical design skills is cyclical rather than linear, meaning that learners need to be exposed to the same content and concepts, and practise the same skills repeatedly to develop their subject knowledge and skills. It takes regular practice over time to develop deep understanding of and skill in design.

However, learners must have a scaffolded learning experience. The phase must be planned within a learning trajectory (journey with a clear route) in which the content has been carefully sequenced (ordered) and paced (sufficient time given for true understanding).

Teachers need to ensure that each term's task demands greater complexity and skill and that learners are challenged to go beyond their comfort zone. While planning, it will be necessary to draw from the topics of previous terms and phases to consolidate what has been learnt before and to ensure ongoing progression within the phase.

The nature of progression in Design is found in

- increasing development and exploration of traditional drawing skills in conjunction with the design process
- acquisition of new concepts and skills
- increasing understanding of design vocabulary and terminology
- increasing ability to listen well, respond to instructions and work with others

- increasing awareness of investigation, experimentation and reflective practice
- increasing awareness of detail and level of quality
- increasing design literacy and ability to recognise and interpret the complexity of designs
- increasing awareness and understanding of the designer's responsibilities towards social issues, environmental issues and sustainable design
- increasing awareness and understanding of marketing, markets and trends
- increasing confidence, self-discipline, focus and creativity
- moving from dependence on the teacher to independence of thought and action
- developing skills in understanding of materials and two- and three-dimensional construction
- increasing awareness of the value design can add to life

SECTION 3

TERM PLANS

<table>
<tr><th>DESIGN</th><th>GRADE 10</th><th>TERM 1</th></tr>
<tr><td>Topic 1
Design process and factors influencing the process
Design in a business context (research)</td><td>Suggested contact time
Three (3) hours per week for the first five weeks</td><td>Resources
Workbook
Consumables (a variety of drawing materials)</td></tr>
<tr><td colspan="3"><u>Content/concepts/skills</u>
Process: PAT 1 (TASK 1) [40]
Basic knowledge and application of the design process
• Work from a brief.
• Investigate the context.
• Generate ideas and investigate different approaches and methods.
• Investigate the use of drawing materials.
• Produce samples, prototypes or maquettes.
• Evaluate the ideas generated and select the best solution.
Influencing factors
• Basic knowledge and an awareness of aesthetics and functionality
• An awareness of responsible design practice
• Basic drawing skills (observational: contour and line to create shape and form)
Design in a business context (Research module 1) [10]
• Focus for module 1: trends + ONE appropriate local case study
• Research skills: observation, interviews, and data analysis
• Research layout: introduction; content/body; conclusion; and bibliography</td></tr>
<tr><td>Topic 2
Design production, time management and safe practice</td><td>Suggested contact time
Three (3) hours per week for the next five weeks</td><td>Resources
Consumables according to chosen practical discipline</td></tr>
<tr><td colspan="3"><u>Content/concepts/skills</u>
Design production (making the product and presenting it): PAT 1 (TASK 1) [50]
• Evidence and application of the design process (The final product should show clear evidence of the design process and relevance to the brief.)
• Demonstrate a basic competence in materials and techniques chosen to create design solutions
• Presentation of the design product
• Employment and discussion of the design elements and principles in the final product, service or environment
Time management
• Self-discipline
• Planning, organisation and management of own work
• Keeping to the time schedules
Safe practice
• Safe working practices at all times in the use of materials and equipment
• A basic understanding of the health and environmental implications related to the use of materials</td></tr>
</table>

DESIGN	GRADE 10	TERM 1
Topic 3 Design theory: • design literacy • history of design • design in a socio-cultural/ environmental and sustainable context	**Suggested contact time** One (1) hour per week plus homework time The order of the various components could be changed	**Resources** TV and DVD player/ computer and data projector/overhead projector and transparencies Textbooks on national approved list and reference books

Content/concepts/skills

Design literacy

- Definition of design
- Introduction to main categories of design: Visual Communication/Information and Digital Design; Surface Design and Two-dimensional Craft Design; Product Design and Three-dimensional Craft Design; Environmental Design (see addendum A for examples)
- The design process: Identify need, opportunity or problem/Receive a brief → Investigate context → Collect, analyse, organise, interpret relevant information → Investigate different approaches and a variety of methods → Investigate appropriate materials and production techniques → Produce samples or prototypes → Evaluate and suggest improvements → Select best solution/idea → Plan production process → Produce → Reflect (linked to practical assessment task)
- Introduction to elements of design, for example line, shape and form, texture, tonal value, and colour
- Introduction to principles of design, for example balance, contrast, unity/harmony, rhythm/movement, proportion/scale, focus/emphasis/dominance, and composition/layout
- A short introductory history of various drawing media such as pencil, ink, colour pencils and related techniques (to be integrated with practical task)

TASK 2: Theory test **[50]**

DESIGN	GRADE 10	TERM 2
Topic 1 Design process and factors influencing the process Design in a business context (research)	**Suggested contact time** Three (3) hours per week for the first four weeks	**Resources** Workbook Consumables

DESIGN	GRADE 10	TERM 2
Content/concepts/skills **Process: PAT 2 (TASK 3) [40]** **Basic knowledge and application of the design process** • Work from a brief. • Investigate the context. • Generate ideas and investigate different approaches and methods. • Investigate the use of appropriate materials and production techniques. • Produce samples, prototypes or maquettes. • Evaluate the ideas generated and select the best solution. **Influencing factors** • Basic knowledge and an awareness of aesthetics and functionality • An awareness of responsible design practice • Basic drawing skills (perspective: contour and line to create shape and form) **Design in a business context (Research module 2) [10]** • Focus for module 2: Visual Merchandising – an investigation of trends, marketing and retail environment; an awareness of trends and influences on marketing strategies; and how these factors eventually impact on the retail environment, as well as dependency on the identity of the target market and ONE local case study in own environment, for example, shop (formal or informal) • Research skills: observation, interviews, and data analysis • Research layout: introduction; content/body; conclusion; and bibliography		
Topic 2 Design production, time management and safe practice	**Suggested contact time** Three (3) hours per week for the next four weeks	**Resources** Consumables according to chosen practical discipline

DESIGN	GRADE 10	TERM 2

Content/concepts/skills

Design production (making the product and presenting it): PAT 2 (TASK 3) [50]

- Evidence and application of the design process (The final product should show clear evidence of the design process and relevance to the brief.)
- Demonstrate a basic competence in materials and techniques chosen to create design solutions
- Presentation of the design product
- Employment and discussion of the design elements and principles in the final product, service or environment

Time management

- Self-discipline
- Planning, organisation and management of own work
- Keeping to the time schedules

Safe practice

- Safe working practices at all times in the use of materials and equipment
- A basic understanding of the health and environmental implications related to the use of materials

Topic 3	Suggested contact time	Resources
Design theory: • design literacy • history of design • design in a socio cultural/ environmental and sustainable context	One (1) hour per week plus homework time The order of the various components could be changed	TV and DVD player/ computer and data projector/ overhead projector and transparencies Textbooks on national approved list and reference books

Content/concepts/skills

Design literacy

- Introduction to visual communication as a basic human need: symbolic language
- Main categories of Design: see addendum A

Introduction to Visual Communication/Information and Digital Design: (e.g., signs, symbols, typography, logos, advertising and branding)

Study ONE contemporary South African designer/design group that is concerned with social and/or environmental issues (either consciously or subconsciously)

Introduction to Surface Design and Two-dimensional Craft Design:

Study ONE contemporary South African designer/design group that is concerned with social and/or environmental issues (either consciously or subconsciously)

Introduction to Product Design and Three-dimensional Craft Design:

Study ONE contemporary South African designer/design group that is concerned with social and/or environmental issues (either consciously or subconsciously)

Introduction to Environmental Design:

Study ONE contemporary South African designer/design group that is concerned with social and/or environmental issues (either consciously or subconsciously)

TASK 4: Theory examination in June **[100]**

DESIGN	GRADE 10	TERM 3
Topic 1 Design process and factors influencing the process Design in a business context (research)	**Suggested contact time** Three (3) hours per week for the first five weeks	**Resources** Workbook Consumables

Content/concepts/skills

Process: PAT 3 (TASK 5) [40]

Basic knowledge and application of the design process

- Work from a brief.
- Investigate the context.
- Generate ideas and investigate different approaches and methods.
- Investigate the use of appropriate materials and production techniques.
- Produce samples, prototypes or maquettes.
- Evaluate the ideas generated and select the best solution.

Influencing factors

- Basic knowledge and an awareness of aesthetics and functionality
- An awareness of responsible design practice
- Basic drawing skills (contour, line and tone: exploration of different media and tools)

Design in a business context (Research Module 3) [10]

- Focus for module 3: Visual merchandising and target markets – a comparison between 2 familiar subcultures (i.e., 2 different target markets) according to dress code, music, attitude, likes and dislikes. Discuss the similarities and differences.
- Research skills: observation, interviews, and data analysis
- Research layout: introduction; content/body; conclusion; and bibliography

DESIGN	GRADE 10	TERM 3
Topic 2 Design production, time management and safe practice	**Suggested contact time** Three (3) hours per week for the next five weeks	**Resources** Consumables according to chosen practical discipline

Content/concepts/skills

Design production (making the product and presenting it): PAT 3 (TASK 5) [50]

- Evidence and application of the design process (The final product should show clear evidence of the design process and relevance to the brief.)
- Demonstrate a basic competence in materials and techniques chosen to create design solutions
- Presentation of the design product
- Employment and discussion of the design elements and principles in the final product, service or environment

Time management

- Self-discipline
- Planning, organisation and management of own work
- Keeping to the time schedules

Safe practice

- Safe working practices at all times in the use of materials and equipment
- A basic understanding of the health and environmental implications related to the use of materials

Topic 3	Suggested contact time	Resources
Design theory: • design literacy • history of design • design in a socio-cultural/ environmental and sustainable context	One (1) hour per week plus homework time The order of the various components could be changed	TV and DVD player/ computer and data projector/ overhead projector and transparencies Textbooks on national approved list and reference books

Content/concepts/skills

Design in a socio-cultural/environmental and sustainable context (cover **ALL 4** design categories in each historical period: Greek, Roman, Gothic, Renaissance and Baroque)

- Design is used to benefit society and/or the environment – introduction to **classical design.** Choose designs from the ancient **Greek**, **Roman**, **Gothic**, **Renaissance** and **Baroque** periods, for example Visual Communication/Information – status symbols in flags, emblems and heraldry, visual storytelling for identification of trade, and symbols in architecture; Surface – tapestries, mosaics, frescoes, and surface decorations; Product – pottery/vessels, costume/dress, jewellery, and furniture; Environmental – architecture, and monuments.

TASK 6: Theory test **[50]**

DESIGN	GRADE 10	TERM 4
Topic 1 Design process and factors influencing the process Design in a business context (research)	**Suggested contact time** Three (3) hours per week for the first three weeks	**Resources** Workbook Consumables

Content/concepts/skills

Process: Final practical examination (TASK 7) [50]

Basic knowledge and application of the design process

- Work from an examination brief.
- Investigate the context.
- Generate ideas and investigate different approaches and methods.
- Investigate the use of appropriate materials and production techniques.
- Produce samples, prototypes or maquettes.
- Evaluate the ideas generated and select the best solution.

Influencing factors

- **Basic** knowledge and an awareness of aesthetics and functionality
- An **awareness** of responsible design practice
- **Basic** drawing skills (contour, line and tone: further exploration of different media and tools)

Design in a business context (research modules) [30]

- Fine-tuning and handing in of research modules done during terms 1, 2 and 3 for a re-mark

Topic 2	Suggested contact time	Resources
Design production, time management and safe practice	Three (3) hours per week for the next three weeks	Consumables according to chosen practical discipline

Content/concepts/skills

Design production (making the product and presenting it): Final practical examination (TASK 7) [50]

- Evidence and application of the design process (The final product should show clear evidence of the design process and relevance to the brief.)
- Demonstrate a basic competence in materials and techniques chosen to create design solutions
- Employment of the design elements and principles in the final product, service or environment

Time management

- Self-discipline
- Planning, organisation and management of own work
- Keeping to the time schedules

Safe practice

- Safe working practices at all times in the use of materials and equipment
- A basic understanding of the health and environmental implications related to the use of materials

DESIGN	GRADE 10	TERM 4
Topic 3 Design theory: • design literacy • history of design • design in a socio-cultural/ environmental and sustainable context	**Suggested contact time** One (1) hour per week plus homework time The order of the various components could be changed	**Resources** TV and DVD player/ computer and data projector/ overhead projector and transparencies Textbooks on national approved list and reference books
<u>Content/concepts/skills</u> **History of design** • Introduction to **Industrial Revolution** • Introduction to **Arts and Crafts Movement** (plus at least ONE case study): 1850 – 1900 **Design literacy** • Visual analysis (examples of design not previously analysed in the classroom): basic terminology (design elements and principles), which describes and underpins design, to be used with confidence **TASK 7:** Final theory examination **[100]** **Retrospective exhibition (re-mark of PATs 1 – 3) [70]**		

DESIGN	GRADE 11	TERM 1
Topic 1 Design process and factors influencing the process Design in a business context (research)	**Suggested contact time** Three (3) hours per week for the first five weeks	**Resources** Workbook Consumables

Content/concepts/skills

Process: PAT 1 (TASK 1) [40]

An understanding of the interrelated nature of the planning, action and reflection cycle that informs the design process:

- Work from a brief or identify a need, a problem or an opportunity.
- Investigate the context.
- Generate ideas and investigate different approaches and methods.
- Investigate the use of appropriate materials and production techniques.
- Produce samples, prototypes or maquettes.
- Evaluate the ideas generated and select the best solution.

Influencing factors

- Knowledge and an awareness of aesthetics and functionality, trends and markets
- Knowledge of the difference between designing for a need and designing for what the market wants
- **Basic** knowledge of responsible design practice
- Drawing skills (line, tone, texture, patterning and positive/negative shapes in different media and tools)

Design in a business context (Research module 1) [10]

- Focus for module: analyse 2 advertising campaigns from print media (e.g. newspapers, magazines, or billboards) and/or digital media (e.g. television, or the internet) according to
  - target market;
  - relevant use of elements and principles of design;
  - style of type;
  - visual images, if applicable;
  - message communicated; and
  - identification of style/look and feel of the campaign.
- Research skills: observation, interviews, and data analysis
- Research layout: introduction; content/body; conclusion; and bibliography

DESIGN	GRADE 11	TERM 1
Topic 2 Design production, time management and safe practice	**Suggested contact time** Three (3) hours per week for the next five weeks	**Resources** Consumables according to chosen practical discipline

Content/concepts/skills

Design production – making the product and presenting it: PAT 1 (TASK 1) [50]

- Evidence and application of the design process (The final product/solution should show clear evidence of the design process and relevance to the brief/problem.)
- Demonstrate competence in materials and techniques chosen to create design solutions
- Present and effectively communicate a design solution
- Interpret, use and explain the choice of design elements, principles and materials in the final product, service or environment

Time management

- Self-discipline
- Planning, organisation and management of own work
- Keeping to the time schedules

Safe practice

- Safe working practices at all times in the use of materials and equipment
- An understanding of the health and environmental implications related to the use of materials

Topic 3	Suggested contact time	Resources
Design theory: • design literacy • history of design • design in a socio cultural/ environmental and sustainable context	One (1) hour per week plus homework time The order of the various components could be changed	TV and DVD player/ computer and data projector/ overhead projector and transparencies Textbooks on national approved list and reference books and any design magazine

Content/concepts/skills

Design literacy

- Design terminology (revision of Grade 10 terminology: elements and principles of design)
- Introduction to FIVE universal principles of design such as figure/ground relationship, enhancement of usability, increase of appeal, making of better design decisions, and closure (linked to practical task)
- Consolidation of Grade 10 introduction to visual communication: symbolic language
- History of typography: the structure of type, choosing a font, styling of text, main categories in typeface design, and a concise history of font

Design in a socio-cultural/environmental and sustainable context

- Signs and symbols, stereotyping, bias and prejudice in design: link to visual communication with the focus on illustrations, cartoons, posters (Weimar, Germany), political propaganda, communism and revolution (Cuba, Russia, China), and resistance in South Africa

TASK 2: Theory test **[50]**

DESIGN	GRADE 11	TERM 2
Topic 1 Design process and factors influencing the process Design in a business context (research)	**Suggested contact time** Three (3) hours per week for the first four weeks	**Resources** Workbook Consumables

Content/concepts/skills

Process: PAT 2 (TASK 3) [40]

An understanding of the interrelated nature of the planning, action and reflection cycle that informs the design process:

- Work from a brief or identify a need, a problem or an opportunity.
- Investigate the context.
- Generate ideas and investigate different approaches and methods.
- Investigate the use of appropriate materials and production techniques.
- Produce samples, prototypes or maquettes.
- Evaluate the ideas generated and select the best solution.

Influencing factors

- Knowledge and an awareness of aesthetics and functionality, trends and markets
- Knowledge of the difference between designing for a need and designing for what the market wants
- Basic knowledge of responsible design practice
- Drawing skills (exploration of different drawing styles linked to design movements in the theoretical component)

Design in a business context (Research module 2) [10]

- Field trip or relevant visual material to investigate career and tertiary opportunities in design
- Focus for module: analysis of existing design business or, if applicable, a CV and application letter addressed to a tertiary institution for Design
- Research skills: observation, interviews, and data analysis
- Research layout: introduction; content/body; conclusion; and bibliography

Topic 2	Suggested contact time	Resources
Design production, time management and safe practice	Three (3) hours per week for the next four weeks	Consumables according to chosen practical discipline

Content/concepts/skills

Design production – making the product and presenting it: PAT 2 (TASK 3) [50]

- Evidence and application of the design process (The final product/solution should show clear evidence of the design process and relevance to the brief/problem.)
- Demonstrate competence in materials and techniques chosen to create design solutions
- Present and effectively communicate a design solution
- Interpret, use and explain the choice of design elements, principles and materials in the final product, service or environment

Time management

- Self-discipline
- Planning, organisation and management of own work
- Keeping to the time schedules

Safe practice

- Safe working practices at all times in the use of materials and equipment
- An understanding of the health and environmental implications related to the use of materials

DESIGN	GRADE 11	TERM 2
Topic 3 Design theory: • design literacy • history of design • design in a socio-cultural/ environmental and sustainable context	**Suggested contact time** One (1) hour per week plus homework time The order of the various components could be changed	**Resources** TV and DVD player/ computer and data projector/ overhead projector and transparencies Textbooks on national approved list and reference books

Content/concepts/skills

History of design (Choose ONE example from each of the Design categories within the following movements)

- Recapturing of Industrial Revolution and the Arts and Crafts Movement
- Art Nouveau, 1880 – 1905
- The Bauhaus, 1900 – 1930
- Art Deco, 1925 – 1939

Design literacy

- Visual analysis (examples of design not analysed before in the class): basic terminology that describes and underpins design and characteristics of each movement to be used with confidence

TASK 4: Theory examination in June **[100]**

DESIGN	GRADE 11	TERM 3
Topic 1 Design process and factors influencing the process Design in a business context (research)	**Suggested contact time** Three (3) hours per week for the first five weeks	**Resources** Workbook Consumables

Content/concepts/skills

Process: PAT 3 (TASK 5) [40]

An understanding of the interrelated nature of the planning, action and reflection cycle that informs the design process:

- Work from a brief or identify a need, a problem or an opportunity.
- Investigate the context.
- Generate ideas and investigate different approaches and methods.
- Investigate the use of appropriate materials and production techniques.
- Produce samples, prototypes or maquettes.
- Evaluate the ideas generated and select the best solution.

Influencing factors

- Knowledge and an awareness of aesthetics and functionality, trends and markets
- Knowledge of the difference between designing for a need and designing for what the market wants
- Basic knowledge of responsible design practice
- Drawing skills (exploration of different drawing styles linked to design movements in the theoretical component, adding colour)

Design in a business context (Research module 3) [10]

- Focus for module: an ability to present a design product or service (PAT 3) in terms of
  - a brief introduction to the design or service (identification of need, and motivation of concept choice);
  - the target market;
  - process (research, challenges and solutions; choice of materials);
  - production (challenges and solutions, and explanation of the making process); and
  - a final evaluation and degree of success.
- Research skills: observation, interviews, and data analysis
- Research layout: introduction; content/body; conclusion; and bibliography

DESIGN	GRADE 11	TERM 3
Topic 2 Design production, time management and safe practice	**Suggested contact time** Three (3) hours per week for the next five weeks	**Resources** Consumables according to chosen practical discipline

Content/concepts/skills

Design production – making the product and presenting it: PAT 3 (TASK 5) [50]

- Evidence and application of the design process (The final product/solution should show clear evidence of the design process and relevance to the brief/problem.)
- Demonstrate competence in materials and techniques chosen to create design solutions
- Present and effectively communicate a design solution
- Interpret, use and explain the choice of design elements, principles and materials in the final product, service or environment

Time management

- Self-discipline
- Planning, organisation and management of own work
- Keeping to the time schedules

Safe practice

- Safe working practices at all times in the use of materials and equipment
- An understanding of the health and environmental implications related to the use of materials

Topic 3	Suggested contact time	Resources
Design theory: • design literacy • history of design • design in a socio-cultural/ environmental and sustainable context	One (1) hour per week plus homework time The order of the various components could be changed	TV and DVD player/computer and data projector/ overhead projector and transparencies; text books on national approved list and reference books

Content/concepts/skills

History of design (Choose ONE example from each of the Design categories within the following movements)

- Scandinavian design
- De Stijl
- The Modernist Age, 1935 – 1955

Design literacy

- Visual analysis (unseen examples of design): basic terminology that describes and underpins design and characteristics, to be used with confidence

TASK 6: Theory test **[50]**

DESIGN	GRADE 11	TERM 4
Topic 1 Design process and factors influencing the process Design in a business context (research)	**Suggested contact time** Three (3) hours per week for the first three weeks	**Resources** Workbook Consumables

Content/concepts/skills

Process: Final practical examination (TASK 7) [50]

An understanding of the interrelated nature of the planning, action and reflection cycle that informs the design process:

- Work from a brief or identify a need, a problem or an opportunity.
- Investigate the context.
- Generate ideas and investigate different approaches and methods.
- Investigate the use of appropriate materials and production techniques.
- Produce samples, prototypes or maquettes.
- Evaluate the ideas generated and select the best solution.

Influencing factors

- Knowledge and an awareness of aesthetics and functionality, trends and markets
- Knowledge of the difference between designing for a need and designing for what the market wants
- Basic knowledge of responsible design practice
- Drawing skills (technical and observational application of skills acquired)

Design in a business context (Research modules) [30]

- Fine-tuning and handing in of research modules done during terms 1, 2 and 3 for a re-mark

Topic 2	Suggested contact time	Resources
Design production, time management and safe practice	Three (3) hours per week for the next three weeks	Consumables according to chosen practical discipline

Content/concepts/skills

Design production – making the product and presenting it: Final practical examination (TASK 7) [50]

- Evidence and application of the design process (The final product/solution should show clear evidence of the design process and relevance to the brief/problem.)
- Demonstrate competence in materials and techniques chosen to create design solutions
- Present and effectively communicate a design solution
- Interpret, use and explain the choice of design elements, principles and materials in the final product, service or environment

Time management

- Self-discipline
- Planning, organisation and management of own work
- Keeping to the time schedules

Safe practice

- Safe working practices at all times in the use of materials and equipment
- An understanding of the health and environmental implications related to the use of materials

DESIGN	GRADE 11	TERM 4
Topic 3 Design theory: • design literacy • history of design • design in a socio-cultural/ environmental and sustainable context	**Suggested contact time** One (1) hour per week plus homework time The order of the various components could be changed	**Resources** TV and DVD player/ computer and data projector/ overhead projector and transparencies Textbooks on national approved list and reference books.

Content/concepts/skills

Design literacy

- Investigation of popular culture within each of the movements above (Art Nouveau, The Bauhaus, Art Deco, Scandinavian design, De Stijl and the Modernist Age), focusing on fashions, music, and social environments through visual analysis (unseen examples of design). Basic **terminology** that describes and underpins design and **characteristics,** to be used with confidence

Design in a socio-cultural/environmental and sustainable context

- Critically reflect on how design shapes the physical and social environment and demonstrate ways in which design can be used to benefit society. Choose FOUR contemporary international designers from Julie Bargmann, Roy McMakin, Bruce Licher, Cannondale Corporation, Adriana Bertini, Jonathan Bambrook, Lucy Orta, Walter Wood and Victor Papaneck, among others.

TASK 7: Final theory examination **[100]**

Retrospective exhibition (re-mark of PATs 1 – 3) [70]

DESIGN	GRADE 12	TERM 1
Topic 1 Design process and factors influencing the process Design in a business context (research)	**Suggested contact time** Three (3) hours per week for the first five weeks	**Resources** Workbook Consumables

Content/concepts/skills

Process: PAT 1 (TASK 1) [40]

Demonstrate a sound understanding of the interrelated nature of the planning, action and reflection cycle that informs the design process:

- Work from a brief or identify a need, a problem or an opportunity.
- Investigate the context.
- Generate ideas and investigate different approaches and methods.
- Investigate the use of appropriate materials and production techniques.
- Produce samples, prototypes or maquettes.
- Evaluate the ideas generated and select the best solution.

Influencing factors

- Knowledge and an appreciation of aesthetics and functionality, trends and markets
- Knowledge of the difference between designing for a need and designing for what the market wants
- Knowledge and an appreciation of responsible design practice
- Drawing skills (technical and observational application of skills acquired, adding symbolic qualities)

Design in a business context (Research module 1) [10]

- Focus for module: a basic understanding of marketing design products aimed at a specific target market through the use of packaging and advertising as marketing tools
- Research skills: observation, interviews, and data analysis
- Research layout: introduction; content/body; conclusion; and bibliography

Topic 2	Suggested contact time	Resources
Design production, time management and safe practice	Three (3) hours per week for the next five weeks	Consumables according to chosen practical discipline

Content/concepts/skills

Design production – making the product and presenting it: PAT 1 (TASK 1) [50]

- Evidence and application of the design process (The final product/solution should show clear evidence of the design process and relevance to the brief/problem.)
- Demonstrate proficiency in materials and techniques chosen to create design solutions
- Present and effectively communicate a design solution
- Interpret, use and explain the choice of design elements, principles and materials in the final product, service or environment

Time management

- Self-discipline
- Planning, organisation and management of own work
- Keeping to the time schedules

Safe practice

- Safe working practices at all times in the use of materials and equipment
- An understanding and application of the health and environmental implications related to the use of materials

DESIGN	GRADE 12	TERM 1
Topic 3 Design theory: • design literacy • history of design • design in a socio-cultural/ environmental and sustainable context	**Suggested contact time** One (1) hour per week plus homework time The order of the various components could be changed	**Resources** TV and DVD player/ computer and data projector/ overhead projector and transparencies Textbooks on national approved list and reference books

Content/concepts/skills

History of design

- Choose ONE of the design categories in addendum A on which to focus:
  - Pop/New Age, 1955 – 1975
  - Post-modernism, 1965 – present (e.g. Deconstructivism, the Virtual Era/social media)
- Revision of design movements studied in Grades 10 and 11

Design in a socio-cultural/environmental and sustainable context

- Understand and interpret signs and symbols, stereotyping, bias and prejudice in design. Refer to the above 2 movements. Refer to ONE contemporary international designer.

TASK 2: Theory test **[50]**

DESIGN	GRADE 12	TERM 2
Topic 1 Design process and factors influencing the process Design in a business context (research)	**Suggested contact time** Three (3) hours per week for the first four weeks	**Resources** Workbook Consumables

Content/concepts/skills

Process: PAT 2 (TASK 3) [40]

Demonstrate a sound understanding of the interrelated nature of the planning, action and reflection cycle that informs the design process:

- Work from a brief or identify a need, a problem or an opportunity.
- Investigate the context.
- Generate ideas and investigate different approaches and methods.
- Investigate the use of appropriate materials and production techniques.
- Produce samples, prototypes or maquettes.
- Evaluate the ideas generated and select the best solution.

Influencing factors

- Knowledge and an appreciation of aesthetics and functionality, trends and markets
- Knowledge of the difference between designing for a need and designing for what the market wants
- Knowledge and an appreciation of responsible design practice
- Drawing skills (technical and observational application of skills acquired with the emphasis on compositional layout)

Design in a business context (Research module 2) [10]

Focus for module:

- Career opportunities within the design discipline: range, scope, training needed, and training available
- One award-winning South African designer, design agency or company
- Field trip or relevant visual material to investigate career and tertiary opportunities in design

DESIGN	GRADE 12	TERM 2
Topic 2 Design production, time management and safe practice	**Suggested contact time** Three (3) hours per week for the next four weeks	**Resources** Consumables according to chosen practical discipline

Content/concepts/skills

Design production – making the product and presenting it: PAT 2 (TASK 3) [50]

- Evidence and application of the design process (The final product/solution should show clear evidence of the design process and relevance to the brief/problem.)
- Demonstrate proficiency in materials and techniques chosen to create design solutions
- Present and effectively communicate a design solution
- Interpret, use and explain the choice of design elements, principles and materials in the final product, service or environment

Time management

- Self-discipline
- Planning, organisation and management of own work
- Keeping to the time schedules

Safe practice

- Safe working practices at all times in the use of materials and equipment
- An understanding and application of the health and environmental implications related to the use of materials

Topic 3	Suggested contact time	Resources
Design theory: • design literacy • history of design • design in a socio-cultural/ environmental and sustainable context	One (1) hour per week plus homework time The order of the various components could be changed	TV and DVD player/ computer and data projector/ overhead projector and transparencies Textbooks on national approved list and reference books

Content/concepts/skills

Design in a socio-cultural/environmental and sustainable context

Study of THREE two- and/or three-dimensional South African and African craft designs, past and present (could include **craft centres** and **community projects**):

- An understanding of the ways in which design can be used to reinforce or challenge social, cultural, environmental and ethical issues through the successful use of, for example, signs and symbols, stereotyping, bias and prejudice in design
- An understanding of the designer's responsibilities in relation to environmental issues and sustainable design

TASK 4: Theory examination in June **[100]**

DESIGN	GRADE 12	TERM 3
Topic 1 Design process and factors influencing the process Design in a business context (research)	**Suggested contact time** Three (3) hours per week for the first four weeks	**Resources** Workbook Consumables

Content/concepts/skills

Process: TRIAL PRACTICAL EXAMINATION (TASK 5) at the beginning of the term [50] and start of final practical examination (external) as soon as paper 2 has been delivered

Demonstrate a sound understanding of the interrelated nature of the planning, action and reflection cycle that informs the design process:

- Work from a brief or identify a need, a problem or an opportunity.
- Investigate the context.
- Generate ideas and investigate different approaches and methods.
- Investigate the use of appropriate materials and production techniques.
- Produce samples, prototypes or maquettes.
- Evaluate the ideas generated and select the best solution.

Influencing factors

- Knowledge and an appreciation of aesthetics and functionality, trends and markets
- Knowledge of the difference between designing for a need and designing for what the market wants
- Knowledge and an appreciation of responsible design practice
- Drawing skills (further application)

Design in a business context (Research modules)

- Fine-tuning and handing in of research modules done during terms 1 and 2

Topic 2	Suggested contact time	Resources
Design production, time management and safe practice	Three (3) hours per week for the next three weeks	Consumables according to chosen practical discipline

Content/concepts/skills

Design production – making the product and presenting it: TRIAL PRACTICAL EXAMINATION (TASK 5) at the beginning of the term [50]

- Evidence and application of the design process (The final product/solution should show clear evidence of the design process and relevance to the brief/problem.)
- Demonstrate proficiency in materials and techniques chosen to create design solutions
- Present and effectively communicate a design solution
- Interpret, use and explain the choice of design elements, principles and materials in the final product, service or environment

Time management

- Self-discipline
- Planning, organisation and management of own work
- Keeping to the time schedules

Safe practice

- Safe working practices at all times in the use of materials and equipment
- An understanding and application of the health and environmental implications related to the use of materials

DESIGN	GRADE 12	TERM 3
Topic 3 Design theory: • design literacy • history of design • design in a socio-cultural/ environmental and sustainable context	**Suggested contact time** One (1) hour per week plus homework time The order of the various components could be changed	**Resources** TV and DVD player/ computer and data projector/ overhead projector and transparencies Textbooks on national approved list and reference books

Content/concepts/skills

History of design

- Brief overview of architecture through, for example, a comparison between the classical amphitheatre and the contemporary soccer stadium, or the classical forum and the contemporary shopping mall, according to environment, characteristics, function, needs and uses, and materials used

Design in a socio-cultural/environmental and sustainable context

- An understanding of the designer's responsibilities in relation to environmental issues and sustainable design: Choose THREE award-winning international designers from Ron Arad, Thomas Heatherwick, and Tokujin Yoshioka, among others.

TRIAL EXAMINATION (TASK 6): Theory examination **[100]**

DESIGN	GRADE 12	TERM 4
Topic 1 Design process and factors influencing the process Design in a business context (research)	**Suggested contact time** Completed in third term	**Resources** Workbook
Content/concepts/skills **Process: Completion of final practical examination process (external) [50]** **Design in a business context (research modules) [20]** • Prepare Research Modules 1 and 2 for exhibition and final moderation		
Topic 2 Design production, time management and safe practice	**Suggested contact time** Three (3) hours per week	**Resources** Consumables according to chosen practical discipline
Content/concepts/skills **Design production – making the product and presenting it: Final practical examination (external) [50]** • Evidence and application of the design process (The final product/solution should show clear evidence of the design process and relevance to the brief/problem.) • Demonstrate proficiency in materials and techniques chosen to create design solutions • Present and effectively communicate a design solution • Interpret, use and explain the choice of design elements, principles and materials in the final product, service or environment **Time management** • Self-discipline • Planning, organisation and management of own work • Keeping to the time schedules **Safe practice** • Safe working practices at all times in the use of materials and equipment • An understanding and application of the health and environmental implications related to the use of materials		

DESIGN	GRADE 12	TERM 4
Topic 3 Design theory: • design literacy • history of design • design in a socio-cultural/ environmental and sustainable context	**Suggested contact time** One (1) hour per week plus homework time The order of the various components could be changed	**Resources** TV and DVD player/ computer and data projector/ overhead projector and transparencies Textbooks on national approved list and reference books and previous question papers

Content/concepts/skills

History of design

- **Revision** of design movements done from Grades 10 to 12

Design literacy

- Understand design theory and use design terminology correctly: recognition of characteristics of each movement in all 4 categories of design

Design in a socio-cultural/environmental and sustainable context

Revision of case studies previously studied – local and international – concerned with social and environmental issues:

- An understanding of the ways in which design can be used to reinforce or challenge social, cultural, environmental and ethical issues
- An understanding and interpretation of signs and symbols, stereotyping, bias and prejudice in design
- An understanding of the designer's responsibilities in relation to environmental issues and sustainable design

Final theory examination (external) [100]

Retrospective exhibition (re-mark of PATs 1 – 3) [80]

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 involves activities that are undertaken throughout the year. In Grades 10 to 12, assessment comprises two different but related activities: informal daily assessment (assessment for learning) and formal assessment (assessment of learning).

4.2 Informal or daily assessment

Assessment for learning has the purpose of continuously collecting information on learners' achievement, which can be used to improve their learning.

Informal assessment, which is the daily monitoring of learners' progress, can be done through questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, case studies, etc. It should not be seen as separate from the learning activities that are taking place in the classroom. Learners or teachers can mark these assessment tasks. Self-assessment and peer assessment actively involve learners in assessment. This is important, as it allows learners to learn from and reflect on their own performance.

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

4.3 Formal assessment

4.3.1 Formal assessment requirements

All assessment tasks that make up a formal Programme of Assessment for the year are regarded as formal assessment. The teacher marks and formally records all formal assessment tasks 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 grade and in a particular subject. Examples of formal assessments include projects, oral presentations, demonstrations, performances, tests, examinations, practical tasks, etc. Formal assessment tasks form part of a yearlong formal Programme of Assessment in each grade and subject.

The forms of assessment used should be appropriate to the age and the developmental level of the learners in the grade. The assessment tasks should be carefully designed to cover the content of the subject. The design of these tasks should therefore ensure that a variety of content is assessed. Objectives, topics and content in the subject should be used to inform the planning and development of assessment tasks.

The formal assessment requirements for Design are as follows:

- Three formal practical assessment tasks must be completed during the school year. These three formal practical assessment tasks and three theory tests/examinations make up 25% of the total mark for Design in Grades 10, 11 and 12.
- The end-of-year assessment component includes three parts: a practical assessment task (PAT), a written theory paper and a retrospective exhibition of the year work. Together, these three parts make up the remaining 75% in all grades.
- In **Grades 10 and 11**, all assessment is internal.
- In **Grade 12**, the formal assessment (25%) is internally set and marked but externally moderated. The end-of-the year assessment (75%) is externally set, marked and moderated.

Table 1a: Formal assessment, Grades 10 and 11

Formal assessments (25%)	**Internal end-of-year examination (75%)**		
SBA – during year	**Retrospective Exhibition**	**End-of-year examination papers**	
25%	**25%**	**25%**	**25%**
• 3 PATs: 100 x 3 • 2 theory tests: 50 x 2 • 1 theory examination (mid-year): 100	• Exhibition/presentation of year's work (PATs 1 – 3): 70 • 3 assignments (Design in a Business Context): 30	Written examination Design in Context Grade 10: 2 hours (100) Grade 11: 2½ hours (100)	Practical examination: 24 hours (estimate): 100
Term 1: 1 practical assessment task (50 process + 50 product) + 1 theory test (50)	**Term 2:** 1 practical assessment task (50 process + 50 product) + 1 theory examination (100)	**Term 3:** 1 practical assessment task (50 process + 50 product) + 1 theory test (50)	**Term 4:** 1 examination (2 papers): Paper 1 : Theory (100) + Paper 2: Practical (50 process + 50 product) – done during the 4th term
Promotion mark: Add raw marks and totals of assessment tasks from term 1 to term 3 and convert to 100 + retrospective exhibition and research (100) + paper 1 (100) + paper 2 (100) = Total of 400			

<table>
<tr><th colspan="4">Table 1b: Formal assessment, Grade 12</th></tr>
<tr><td>Formal assessments 25%)</td><td colspan="3">External end-of-year examination (75%)</td></tr>
<tr><td>SBA</td><td>Practical assessment task</td><td colspan="2">External examination papers (55%)</td></tr>
<tr><td>25%</td><td>25%</td><td>25%</td><td>25%</td></tr>
<tr><td rowspan="2">• Two PATs: 100 x 2
• 1 theory test: 50
• 2 theory examinations (mid-year + trial): 100 x 2
• 1 trial practical examination: 100</td><td rowspan="2">• Exhibition/ presentation of year's work (PATs 1 – 3): 80
• 2 assignments (Design in a Business Context): 20</td><td>Written examination:
3 hours
Design in Context: 100</td><td>Practical examination:
24 hours (estimate): 100</td></tr>
<tr><td colspan="2">Final practical examination
Should be started as soon as
Paper 2 is delivered</td></tr>
<tr><td>Term 1:
One practical assessment task (50 process + 50 product) +
One theory test (50)</td><td>Term 2:
One practical assessment task (50 process + 50 product) +
One theory examination (100)</td><td>Term 3:
Trial examination: 2 papers
One theory (100) +
One practical (100) done at beginning of term</td><td>Term 4:
One external examination – two papers: Paper 1 theory (100) +
Paper 2 practical (100)</td></tr>
<tr><td colspan="4">Promotion mark: Add raw marks and totals of assessment tasks from term 1 to term 3 and convert to 100 + retrospective exhibition and research (100) + paper 1 (100) + paper 2 (100) = Total of 400</td></tr>
</table>

4.3.2 Types of formal assessment for Design

- **Practical projects**

In all grades, each learner must do one **practical assessment task** (PAT) per term in terms 1, 2 and 3.

Note: The practical assessment task for a term need not be only one final work, but can be a series of related works.

A project should require the learner to

- do some planning/preparation/investigation/research to solve the identified problem/task;
- perform the task/carry out instructions (according to criteria given);
- produce a product; and
- allow for some innovation and creativity.

To set the project, the teacher should

- determine the content/skills/knowledge to be addressed;
- set clear criteria and give good instructions to guide the learner (the learner should know exactly what to do and what is expected);
- keep the scope manageable;

- determine which resources will be required to complete the project, and ensure that learners will have access to these resources;
- determine the time frame/duration/due date; and
- determine mark distribution and compile an assessment tool.

• **Research assignments (Design in a Business Context)**

It is important to integrate these modules with the practical assignment or brief. It should be seen as part of the process (topic 1) and should consist of

- a topic-related and presentable front and back cover;
- a content page;
- an introduction;
- content (4 – 8 pages);
- a conclusion;
- a detailed bibliography (e.g. Title underlined; author/s in brackets; publisher; publishing date; web link, blog + date, etc.) and
- labels to accompany all visual material. (Title; materials used; name of designer; country in brackets; date).

• **Tests**

- A test for formal assessment should consist of a maximum of two well-planned and equally weighted tests which should cover the required content for the term and should be 45 to 60 minutes. The total should still be converted to 50. In the case of a series of smaller tests, e.g. 20 marks each, these tests should be regarded as informal assessment.
- Open-book tests require learners to find information. Learners are tested on understanding of learning material and not on rewriting of facts. Open-book tests should not include only short questions. Learners are required to write longer, reflective answers, such as paragraph-type responses to a given scenario. Paragraphs providing reasons and supporting evidence/arguments are essential

Each test, open-book test and examination must provide for a range of cognitive levels and must also include paragraph-type responses.

Cognitive level	Percentage
Lower order: knowledge	30
Middle order: comprehension and application	40
Higher order: analysis, evaluation and synthesis	30

- **Examinations**

PAPER 1: DESIGN THEORY - GRADE 12
• MARKS: 100.
• TIME: THREE HOURS.

Guidelines

The National Education Department sets the written examination on designated content taught during the year.

The **examination format** will comprise the following:

1. There are **SIX** questions in the paper, which must be answered.
2. There are choices within some questions in the paper. The options must be read carefully.
3. The paper is divided into THREE sections:

Section A: Design Literacy [30 marks]

- **Question 1:** Analysis of unseen examples
- **Question 2:** Communication through design
- **Question 3:** Comparison between local and international design (unseen)

Section B: History of Design [30 marks]

- **Question 4:** History of design

Section C: Design in a Socio-cultural/ Environmental and Sustainable Context [40 marks]

- **Question 5:** Design and socio-cultural issues
- **Question 6:** Design and environmental/sustainable issues

Additional **information on the examination**:

- The examination is assessed and moderated externally.
- The examination is assessed according to a national marking memorandum.
- Learners should be made aware of problematic terminology, social and environmental issues, and assumptions and bias in relation to the designs/designers they study.
- Regular, continuous visits to contemporary exhibitions and design studios are strongly recommended.
- Where visits are impossible (e.g. schools in rural areas, etc.), newspaper reviews, the internet, the local environment, etc., should be consulted regularly.
- **NB:** Teachers should use their own collection of project briefs, class notes, reference books, catalogues and magazines, photographs, slides, videos, etc., to provide valuable teaching and learning support material for the theory content and practical skills required by the new Design curriculum.

- The examination panel has taken note of the above by setting broad questions in which learners can display their knowledge in a relevant way, justify their interpretations and opinions, or solve problems through applied knowledge and knowledge construction.

A **summary** of what Design learners will have to prepare for in paper 1 is set out below.

Unseen application of knowledge

Sound knowledge of and the ability to apply the elements and principles (including universal principles) of design, as well as the stylistic characteristics of the various design movements

Local design

1 contemporary designer

1 designer who considers socio-cultural issues in design

1 designer who considers environmental and sustainable issues in design

International design

1 contemporary international designer

1 international designer who considers socio-cultural issues in design

2 international designers who consider environmental and sustainable issues in design

7 design history movements:

- Discuss TWO movements/styles for the paper (at least 1 design and designer from each movement/style).
- Answer a comparative question based on TWO movements that were not assessed in the essay

PAPER 2: DESIGN PRACTICAL - GRADE 12

INSTRUCTIONS AND INFORMATION

The examination question paper consists of

SECTION A (Topic 1: 50 marks) and SECTION B (Topic 2: 50 marks).

The final design practical examination for Grade 12 learners represents the culmination of their art studies throughout the year.

SECTION A

Examination source book/workbook

(This may be completed at home and at school during term 3.)

- You, as an educator, can **guide** the learners in their choice of subject matter and techniques used in section A.
- The examination brief must be pasted into the examination workbook/source book.
- The learner must indicate his/her intentions/rationale/concept in this examination. This could be done through brainstorming, thumbnail sketches, a written essay, etc. **[minimum of 1 page]**.
- Any form of direct copying/plagiarism or work that is not the candidate's original work will be strictly penalised. It is the responsibility of the **teacher** to ensure that this does not happen.
- Learners must be encouraged to explore as many different interpretations as possible. Closely monitor and guide the learners as they research the theme in the form of drawings from life, original photographs, images from magazines and newspapers, found objects, etc. **[minimum of 4 pages of source material]**.
- Learners should be encouraged to take their own research photographs where relevant/possible.
- Learners' source book must show evidence of preparatory sketches, annotated drawings and research based on their various sources. It is important that they personalise these sources through drawing them and creating original designs.
- The learner must complete **at least one** tonal drawing, collage, or maquette/preliminary model.
- Written/typed explanations, notes/ photographs must be submitted or must be pasted into the examination workbook showing evidence of the learner's processes and progress.
- **As section A (the process) has the same weighting as section B (the final product), it should be given enough time equal to its importance.**
- Consequently, learners should have enough time to do their preparation. The teacher can only be involved in this preliminary preparatory session. Due to the preparatory nature of topic 1, learners are allowed to complete work at home. (At least 60% should be done in the classroom.)

SECTION B

Final practical task

(Estimated time : 24 hours.)

The examination work must be done in the presence of the Design *teacher* within the confines of the Art/ Design room. NO examination work may be taken out of the classroom. This will be seen as an examination irregularity.

- **This section (topic 2) may NOT be done at home. Work must NOT leave the examination venue.**
- Section B must be done on a continuous basis during contact time, for example, during **four** consecutive days of six hours each. Your choice of examination time options must be negotiated with your school.
- Learners are required to produce **ONE** design in the ***DESIGN DISCIPLINE THAT THEY HAVE BEEN EXPOSED TO THIS YEAR.***
- Their final design may be presented as a single piece, or possibly in the form of a series of works that read as one work.
- Learners' work is **not restricted regarding size**, but it should be a substantial body of work representing at least 12 hours and no more than 24 hours. Please adhere to the mark allocation when marking.
- Learners must demonstrate an advanced degree of technical skill in the use of a range of materials and techniques chosen.
- Do not confuse or mix up the examination of section A and section B with PATs (work done throughout the year).

4.4 Assessment criteria for practical work (FET)

Outstanding	90 – 100	Exceptional ability; richness; insightful; fluent; high skill; observation and knowledge powerfully expressed; supported by an original or unusual selection of relevant visual references **Outstanding and original presentation**
Excellent	80 – 89	Striking impact; most of the above; detailed; well organised and coherent; polished; skill evident; supported by original/unusual/relevant visual references; presentation original **Some minor flaws evident**
Very good	70 – 79	Well organised, as above, but lacks the "glow and sparkle";: good level of competence and selection of content; supported by a good selection of relevant visual references; obvious care and effort taken with original presentation **Some obvious inconsistencies/ flaws evident**
Good	60 – 69	Interesting visual presentation; clear intent; convincing; simple, direct use of medium; displays understanding but tends towards a pedestrian and stereotyped response at times; adequate selection of relevant visual references; reasonable effort taken with presentation **Distracting/obvious inconsistencies**
Average	50 – 59	Adequate; feels mechanical; derived or copied; little insight; unimaginative; some visual references not always clearly identified; fair presentation **Many distracting inconsistencies**
Below average	40 – 49	Enough material/works to pass; not logically constructed; some flashes of insight; limited selection of information; poor technical skills might be a contributing factor; little use of visual information; clumsy or careless presentation **In need of support/motivation to pass**
Weak	30 – 39	Visually uninteresting; uncreative; limited/poor technical skill used; little attempt to present information in an acceptable manner; little or no visual information/reference; general lack of commitment **In need of support/motivation to pass**
Very weak/ Fail	20 – 29	Very little information; jumbled; not easy to view**; little or irrelevant work/visual information**; no effort made to present work in an acceptable manner; general lack of commitment/cooperation
Unacceptable Fail	00 – 19	Incoherent**; irrelevant, very little or no work**; lack of even limited skills being applied; no commitment/cooperation

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 grade and his/her readiness to progress or being promoted to the next grade. 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 the 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 issue formal report cards quarterly. These report cards report in percentages against the subject. The following rating scale applies for the quarterly reports:

CODES AND PERCENTAGES FOR RECORDING AND REPORTING		
Rating code	**Description of competence**	**Percentage**
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

Teachers will record actual marks against the task by using a record sheet, and will report percentages against the subject on the learners' report cards.

DESIGN ANNUAL MARK GRID GRADE 10 AND 11																				
YEAR:	**TERM 1**					**TERM 2**					**TERM 3**					**TERM 4**				
	TOPIC 1	TOPIC 2	TOTAL	TOPIC 3	TERM TOTAL	TOPIC 1	TOPIC 2	TOTAL	TOPIC 3/ EXAM	TERM TOTAL	TOPIC 1	TOPIC 2	TOTAL	TOPIC 3	TERM TOTAL	SBA MARK	PRAC EXAM	THEORY EXAM	RETROSPECTIVE EXHIBITION	FINAL TOTAL
LEARNER NAME	50	50	100	50	**150**	50	50	100	100	**200**	50	50	100	50	**150**	**100**	**100**	**100**	**100**	**400**

4.6 Moderation of assessment

4.6.1 Formal assessment (SBA)

- Grade 10 and 11 tasks are moderated internally. The subject advisor must moderate a sample of these tasks during school visits to verify the standard of the internal moderation.
- Grade 12 tasks must be face-moderated by a provincial subject advisor or an appointed specialist. The provincial education department manages this process.

4.6.2 Practical assessment task (PAT)

- The Grade 10 and 11 PATs will be sample-moderated by provincial officials in the third or fourth term. All documentation must be available for the official visit. The official will select the samples.
- The teacher and two peer teachers will mark the Grade 12 PATs before being face-moderated by a provincial official.

4.6.3 Final practical external examinations

- The teacher and two peer teachers will mark the Grade 12 final practical examinations at the same time as the PATs before the papers will be face-moderated by a provincial official.

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 The policy document, *National Protocol for Assessment Grades R-12.*

ADDENDUM A: DESIGN CATEGORIES

Visual Communication/Information Design and Digital Design (include but are not limited to)	• *Illustration design* • *Communication/information design* • *Graphic advertising design* • *Animation* • *Digital design* • *Film and video*
Surface Design and Two-dimensional Craft Design (include but are not limited to)	• *Appliqué* • *Beadwork* • *Carpet/fibre design* • *Embroidery* • *Mosaics* • *Mural design* • *Stained glass* • *Tapestry* • *Textile design* • *Wallpaper/gift wrap design* • *Weaving* • Fashion
Product Design and Three-dimensional Craft Design: functional or decorative (include but are not limited to)	• *Basketry* • *Beadwork* • *Carving* • *Ceramic design* • *Constructed textiles* • *Fashion and/or costume design* • *Furniture design* • *Industrial design* • *Jewellery design* • *Paperwork* • *Puppetry design* • *Tableware* • *Weaving* • *Wire work*
Environmental Design (includes but is not limited to)	• *Architectural design* • *Display and exhibition design* • *Event design* • *Interior design* • *Theatre and set design*

ADDENDUM B: SUMMARY OF THEORY CONTENT (Topic 3)

TERM	GRADE 10	GRADE 11	GRADE 12
1	**TERM 1** **DESIGN LITERACY** • Definition of design • Brief introduction to main categories of design: Visual Communication/Information and Digital Design; Surface Design and two-dimensional Craft design; Product Design and three-dimensional Craft design; Environmental Design (see addendum A) • The design process: Identify need, opportunity or problem/Receive a brief → Investigate context → Collect, analyse, organise, interpret relevant information → Investigate different approaches and a variety of methods → Investigate appropriate materials and production techniques → Produce samples or prototypes → Evaluate and suggest improvements → Select best solution/idea → Plan production process → Produce → Reflect (linked to practical assessment task) • Introduction to elements of design, for example, line, shape and form, texture, tonal value, colour • Introduction to principles of design, for example, balance, contrast, unity/ harmony, rhythm/ movement, proportion/ scale, focus/emphasis/ dominance, and composition/layout • Short introductory history of various drawing media and related techniques (to be integrated with practical task)	**TERM 1** **DESIGN LITERACY** • Design terminology (Revision of Grade 10 terminology: elements and principles of design) • Introduction to FIVE universal principles of design, for example, enhancement of usability, increase of appeal, making of better design decisions, etc. (linked to practical task) • Recapturing of Grade 10 introduction to visual communication: symbolic language • History of typography: the structure of type, choosing a font, styling of text, main categories in typeface design, and concise history of font **DESIGN IN A SOCIO-CULTURAL/ENVIRON-MENTAL AND SUSTAIN-ABLE CONTEXT** Signs and symbols, stereotyping, bias and prejudice in design: link to visual communication with the focus on illustrations, cartoons, posters (Weimar, Germany), political propaganda, communism and revolution (Cuba, Russia, China), and resistance in SA	**TERM 1** **HISTORY OF DESIGN** **(Choose ONE of each of the Design categories to focus on)** Revision of design movements dealt with in Grades 10 and 11 • Pop/New age 1955 – 1975 • Post-modernism, 1965 – present (e.g. Deconstructivism, the Virtual Era/social media) **DESIGN IN A SOCIO-CULTURAL/ ENVIRON-MENTAL AND SUSTAIN-ABLE CONTEXT** • Refer to the above 2 movements and discuss ONE contemporary international designer

TERM	GRADE 10	GRADE 11	GRADE 12
2	**TERM 2** **DESIGN LITERACY** Introduction to visual communication as a basic human need: symbolic language Main categories of design (see addendum A) **Introduction to Visual Communication/Information and Digital Design** (e.g., signs, symbols, typography, logos, advertising and branding) Study ONE contemporary South African designer/ design group concerned with social and/or environmental issues (either consciously or subconsciously) **Introduction to Surface Design and Two-dimensional Craft Design**: Study ONE contemporary South African designer/ design group concerned with social and/or environmental issues (either consciously or subconsciously) **Introduction to Product Design and Three-dimensional Craft Design**: Study ONE contemporary South African designer/ design group concerned with social and/or environmental issues (either consciously or subconsciously) **Introduction to Environmental Design**: Study ONE contemporary South African designer/ design group concerned with social and/or environmental issues (either consciously or subconsciously)	**TERM 2** **HISTORY OF DESIGN** **(Choose ONE of each of the Design categories on which to focus)** • Recapturing of Industrial Revolution and the Arts and Crafts Movement • Art Nouveau, 1880 - 1905 • The Bauhaus, 1900 - 1930 • Art Deco, 1925 - 1939 **DESIGN LITERACY** • Visual analysis (examples of design not analysed in class before): basic terminology that describes and underpins design and characteristics of each movement to be used with confidence	**TERM 2** **DESIGN IN A SOCIO-CULTURAL/ ENVIRON-MENTAL AND SUSTAIN-ABLE CONTEXT** Study THREE two- and/or three-dimensional South African and African craft designs, past and present (could include **craft centres** and **community projects**): • An understanding of the ways in which design can be used to reinforce or challenge social, cultural, environmental and ethical issues through the successful use of, for example, signs and symbols, stereotyping, bias and prejudice in design • An understanding of the designer's responsibilities in relation to environmental issues and sustainable design

TERM	GRADE 10	GRADE 11	GRADE 12
3	**TERM 3** **DESIGN IN A SOCIO-CULTURAL/ ENVIRONMENTAL AND SUSTAINABLE CONTEXT** (Cover **ALL 4** design categories in each historical period.) • Design used to benefit society and/or the environment: introduction to **classical design** (choose designs from the ancient **Greek, Roman, Gothic, Renaissance** and **Baroque** periods, for example, the following: • Visual: Communica-tion/ Information: status symbols in flags, emblems and heraldry, visual storytelling for identification of trade, symbols in architecture, etc.; Surface: tapestries, mosaics, frescoes, surface decorations, etc.; • Product: pottery/ vessels, costume/dress, jewellery, furniture, etc.; Environmental: architecture, monuments, etc.)	**TERM 3** **HISTORY OF DESIGN** **(Choose ONE of each of the Design categories on which to focus)** • Scandinavian design • De Stijl • The Modernist Age, 1935 - 1955 **DESIGN LITERACY** • Visual analysis (unseen examples of design): basic terminology that describes and underpins design and characteristics of each movement to be used with confidence	**TERM 3** **HISTORY OF DESIGN** Brief overview of architecture through, for example, a comparison between the classical amphitheatre and the contemporary soccer stadium or the classical forum and the contemporary shopping mall, etc., according to environment, characteristics, function, needs and uses, materials used, etc. **DESIGN IN A SOCIO-CULTURAL/ ENVIRON-MENTAL AND SUSTAIN-ABLE CONTEXT** An understanding of the designer's responsibilities in relation to environmental issues and sustainable design: Choose THREE award-winning international designers from Ron Arad, Thomas Heatherwick, Tokujin Yoshioka, among others.

TERM	GRADE 10	GRADE 11	GRADE 12
4	**TERM 4** **HISTORY OF DESIGN** • Introduction to **Industrial Revolution** • Introduction to **Arts and Crafts Movement** (plus at least ONE case study): 1850 – 1900 **DESIGN LITERACY** • Visual analysis (examples of design not previously analysed in the classroom): basic terminology (design elements and principles) that describes and underpins design to be used with confidence	**TERM 4** **DESIGN LITERACY** • Investigation of popular culture within each of the movements above (from Art Nouveau to the Modernist Age), for example, fashions, music, and social environments through visual analysis (unseen examples of design): basic **terminology** that describes and underpins design and **characteristics** to be used with confidence **DESIGN IN A SOCIO-CULTURAL/ ENVIRONMENTAL AND SUSTAINABLE CONTEXT** • Critically reflect on how design shapes the physical and social environment and demonstrate ways in which design can be used to benefit society: Choose FOUR contemporary international designers from Julie Bargmann, Roy McMakin, Bruce Licher, Cannondale Corporation, Adriana Bertini, Jonathan Bambrook, Lucy Orta, Walter Wood and Victor Papaneck, among others.	**TERM 4** **HISTORY OF DESIGN** • **Revision** of design movements done from Grades 10 to 12 **DESIGN LITERACY** • Understand design theory and use design terminology correctly: recognition of characteristics of each movement in all 4 categories of design **DESIGN IN A SOCIO-CULTURAL/ ENVIRONMENTAL AND SUSTAINABLE CONTEXT** **Revision** of case studies, local and international, concerned with social and environmental issues: • An understanding of the ways in which design can be used to reinforce or challenge social, cultural, environmental and ethical issues • Understanding and interpreting communication in design • An understanding of the designer's responsibilities in relation to environmental issues and sustainable design

REQUIREMENTS FOR A CASE STUDY OF A DESIGNER, DESIGN GROUP OR DESIGN STUDIO

- **Influences: immediate environment, identification of the consumer, and trends**
- **Style characteristics**
- **At least ONE example of design/product: identify the need/the brief from the client/intention of the end product, choice of materials/systems, design production and design processes**
- **Any impact of socio-cultural and/or environmental issues, if applicable, on the sustainability of the design or business**
- **Share the marketing strategy, if applicable**
- **Define how the success of the final product was measured**

LTSM (subject to availability)

Any design magazine, for example, *House and Leisure, World of Interiors, Visi, Elle Deco,* etc.

Articles from websites, for example, DESIGN>MAGAZINE and DESIGN>EDUCATION, the online design publications

Craft art in South Africa (Elbe Coetsee)

Design basics (David A Lauer)

Design culture now (Steven Skov Holt)

Inspiring – a sourcebook – designers (Paul Rodgers)

Meggs' history of graphic design (Phillip B Meggs, et al.)

Paperwork and more paperwork (Nancy Wiliams)

Pepin Press, for books on packaging, construction, and textile and pattern design

Taschen range of design books known as *Taschen* 25, for example, *Signs, 1000 Chairs, Packaging design now!, 1000 record covers, Design of the 20th century, Sixties designs, The world of ornaments, Architecture now!, Fashion: a history from the 18th to the 20th century, Art Nouveau, Indian style, Mexican style,* etc.

Textbooks approved by the National Department

The new design source book (Penny Sparke et el.)

Woolworths' *Making the difference through design daily* resource book

EXEMPLAR

DESIGN

GRADE 10 LESSON PLANNING.....YEAR…….....

TERM...1...2 ...3...4

TIME FRAME	ACTIVITIES (TOPICS)	TEACHER ACTION	LEARNER ACTION	CONTENT AND CONTEXT	RESOURCES	ASSESSMENT	REFLECTION	EXPANDED OPPORTUNITIES AND BARRIERS TO LEARNING	DATE OF COMPLETION
Week 1					Textbook:	Tools/ Instruments:			
					Others:	Criteria			
Week 2					Textbook:	Tools/ Instruments:			
					Others:	Criteria			