



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DESIGN

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

2013

These guidelines consist of 10 pages.

PERFORMANCE ASSESSMENT TASKS (PATs) FOR GRADE 12 DESIGN

1. REQUIREMENTS: PAT TASKS FOR DESIGN

The purpose of the Design practical tasks is to ensure that the learners do both theory and practice in an integrated way so that learning is meaningful.

TASK 1:	TASK 3:	TASK 5:
Integrated Practical Task 20 hours (50) LO1 prep/source book (25) LO2 finished practical work/product (25)	Integrated Practical Task 20 hours (50) LO1 prep/source book (25) LO2 finished practical work/product (25)	Integrated Practical Task 20 hours (50) LO1 prep/source book (25) LO2 finished practical work/product (25)

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

2. PLANNING FOR THE PRACTICAL ASSESSMENT TASKS

Any support material can be used when doing planning and preparation for LO1 and LO2.

Preparation and final product(s) should show applied knowledge of the theory component(s). This means that the teacher must set creative practical projects that will relate to the theory done in LO3.

Example: Design a repeat pattern for a textile that shows influence of any two of the following Design movements: Arts and Crafts, Art Deco or Pop Art.

Your theme is: **Design history with a modern touch**

Teachers may use the recommended content selection for the Design Practical Projects (LO1 and LO2). See LPG of January 2008, pages 33/34, for possible themes that can be done in LO1 and LO2.

Most important for planning is the following content requirements:

NSC recommended textbooks for Design on the national textbook list.

TERM 1**Design Literacy: LO3**

The following ASs will be covered by using the recommended LTSM.

AS: Investigate, reflect on and interpret information from a variety of sources that show global influences shaping the development of design.

AS: Compile and present a comprehensive and formally-structured research assignment or activity showing evidence of thorough and coherent planning and referencing skills.

The following recommended list will help the teacher to compile notes:

Concise History of Design: (Possible LTSM: The New Design Sourcebook)

The study of the Arts and Crafts movement (Fitness for purpose) 1850–1900

The study of Art Nouveau (The languid line) 1880–1905

The study of the Bauhaus (The machine aesthetic – design for industry) 1900–1930

The study of the Art Deco movement (Popular modernism) 1925–1939

The study of the Modernist age (Consumerism and style – the age of streamlining) 1935–1955

The study of Pop/New Age (Modernism goes pop – the age of affluence) 1955–1975

The study of Post Modernism (Style now – Less is a bore) from 1965 to today

AS: Discuss, explain and demonstrate the context and purpose of the products, images, signs and symbols used in design to convey overt and hidden messages that reinforce or challenge stereotypes, biases and prejudices, past and present.

AS: Make value judgements informed by a clear understanding of design.

AS: Analyse, interpret and critically reflect on examples and relate them to their cultural, historical and contemporary contexts.

Evaluation of Design: LO3

The learners must be taught how to evaluate designs/works (not designers) in terms of the application of the principles and elements of Design. This will be based on compulsory works, consisting of TWO non-South African designers and TWO South African designers which were included in the Grade 10 and 11 Design curriculum or any TWO new designers as recommended in the LPG. (LTSM: *Craft Art in South Africa, Woolworths Sourcebook, Design Culture Now, Inspiring – a Sourcebook – Designers*; approved textbooks on the DBE list.)

AS: Understand Design theory and use Design terminology correctly (Recommended LTSM: *Design Basics*)

- Terminology: A glossary of terms applicable to Design.
- Universal principles of Design to enhance usability, influence perception, increase appeal, make better design decisions and teach through design. Select any FIVE universal principles.

(Recommended LTSM: *Universal Principles of Design, William Lidwell et.al*)

TERM 2**Design in a Social/Environmental Context: LO3**

AS: Demonstrate an understanding of the ways in which design can be used to reinforce or challenge social, cultural, environmental and ethical issues.

Any SOCIAL OR ENVIRONMENTAL ISSUE involving design and concerning South African Visual Culture.

Refer to case studies of South African designers/agencies/studios concerned with social and/or environmental issues in the recommended LTSM.

AS: Demonstrate an understanding of the designer's responsibilities in relation to environmental issues and sustainable design.

TWO contemporary non-South African award-winning designers – each from a different Design category. It may be any **TWO** of the following or any example from the recommended LTSM: *Design Culture Now* OR *Inspiring – a Sourcebook – Designers*.

The following are suggested design categories:

Industrial Design: Ron Arad

Architecture: Thomas Heatherwick

Interior Design: Tokujin Yoshioka

TERM 3**Design in a Business Context LO3**

AS: Demonstrate a basic understanding of marketing design products in terms of target market, packaging and advertising.

How to run a Design business:

- How to produce advertising that sells
- Jobs in advertising/design
- How to apply for a job
- How to run an advertising agency/design business
- How to get clients/How to advertise
- Necessity of research
- Marketing and advertising your product

AS: Demonstrate an understanding of responsible design by taking into consideration human rights and environmental issues throughout the process

Any **ONE** contemporary South African Design Agency/Creative director. (Use Design magazines for example: *Financial Mail*, *ADFOCUS*.)

Can be any of the following:

Agency of the year

Media agency of the year

Agency profile

AS: Explore career opportunities within the design discipline.

Compile and present research showing evidence of coherent planning and referencing skills on careers in Design.

3. RESOURCES OR EQUIPMENT REQUIRED FOR THE TASKS

The following resources, equipment and facilities are required for the implementation of the PAT:

- Sourcebook or workbook A3 size (all LO1 preparation and planning will be done in this book)
- The LPG and SAG for the subject
- Support material that has been referred to in the LPG or the NSC approved Design textbooks
- Literature/Articles/Texts:
 - Woolworths sourcebook on Design
 - Basics of design in one of the recommended books
 - Case studies and activities in Design
- Equipment:
 - All the necessary equipment or instruments used in the practical work chosen by the school
 - Relevant books on the use of equipment and techniques used in design
 - Camera to take photos of the work in progress as well as the finished product
 - Security system and lock-up gates
- Facilities:
 - Large classroom
 - The required tools and equipment
 - Storage room for the practical work

A Sourcebook or Workbook (A3 size)

The preparatory/process work (LO1), undertaken prior to the production, should include:

- Intention and rationale of the brief. (This could be in the form of a mind-map, visual presentation, etc.)
- Evidence of research, experimentation and reflection. This includes generative ideas/developmental concepts (for example thumb-nail sketches, mood boards, etc.).
- Evidence of detailed planning relevant to the design brief. The planning could involve one or more of the following: storyboards, sketches, conceptual drawings, tonal drawing(s), scamps, marquette(s) or other 3-D prototypes related to the final concept.
- Neatly presented work.

Assessment requirements for LO1 and LO2

Each PAT must have an assessment sheet with the following information:

The assessment form (designed by the teacher) must be detailed in such a way that the teacher/moderator can know the following:

Candidate's name, surname, examination number, examination centre, and school name

The theme and time allocated to finish the product

The project information which covers the following:

- What amount of planning was done: teacher activities, learner activities
- Material(s)
- Size
- Technique/Method/Process/Development
- Sources used (LTSM)
- Who was responsible for assessment
- A rubric that states all the assessment criteria very clearly as well as the rating scale
- If a checklist is used it must also show teacher and learner comments
- The signature of the teacher and the moderator must appear next to the final mark/summative percentage
- Contact details of school and the teacher as well as, the moderator

The teacher should have the following resource material in the classroom:

LTSM: (subject to availability)

NSC approved Design textbooks

The New Design Sourcebook (Penny Sparke et.al.)

Craft Art in South Africa (Elbe Coetsee)

Design Culture Now (Steven Skov Holt)

South African Visual Culture (Jeanne van Eeden)

Design Basics (David A Lauer)

Ogilvy on Advertising (David Ogilvy)

Woolworths sourcebook

Any Design magazine, e.g. *Financial Mail: ADFOCUS*

Articles and photographs from internet websites

Inspiring – a Sourcebook – designers (Paul Rodgers)

4. ASSESSMENT TOOLS

The following is a possible assessment tool/rating scale to be used to assess either the sourcebook/preparation/process LO1 or final product LO2.						
Not achieved 0–29%	Elementary 30–39%	Moderate 40–49%	Adequate 50–59%	Substantial 60–69%	Meritorious 70–79%	Outstanding 80–100%
The learner can not record accurately, nor use appropriate vocabulary/drawing/planning skills with relevance to the brief.	The learner records and uses language/drawing/planning skills inadequately with relevance to the brief.	The learner records adequately and has a limited grasp of the creative language/drawing/planning skills with relevance to the brief.	The learner's ability to record is satisfactory , and grasp of the creative language/drawing/planning skills is consistent with relevance to the brief.	The learner shows ability to record accurately and uses certain creative language/drawing/planning skills accurately with relevance to the brief.	The learner records well and uses the creative language/drawing/planning skills consistently and appropriately with relevance to the brief.	The learner records with complete accuracy and has mastered the use of the creative language/drawing/planning skills with relevance to the brief.
The learner does not show an understanding of the relevant design-making processes, nor is he/she able to reflect on own level of development.	The learner only partially understands the design-making processes, and reflection on own level of development is inadequate.	The learner has a limited understanding of the design-making processes, and is reasonably able to reflect on own level of development.	The learner has a satisfactory understanding of the design-making processes and is able to reflect sometimes on own level of development.	The learner has a reasonable understanding of the design-making processes and is able to reflect appropriately on own level of development.	The learner has a good understanding of the design-making processes and is able to reflect accurately on own level of development.	The learner has excellent and complete understanding of the design-making processes, and has exceptional insight into own level of development.
The learner cannot describe how to apply skills to own further development.	The learner is only partially able to apply skills and material to own further development.	The learner is able, within limits , to apply the learned skills and material to own further development.	The learner has a satisfactory ability to apply the learned skills and material to own further development.	The learner shows ability to apply the learned skills and material to own further development.	The learner is well able to apply the learned skills and material to own further development.	The learner shows deep insight in applying the learned skills and material to own further development.

Note that the sourcebook is marked each term and is marked out of 25.

Thus, the example of summative mark allocation on learner A gives 58%, which is 29/50, which is: **14.5 out of 25**.

The teacher will then record the mark accordingly.

Set criteria	Not achieved 0–29%	Elementary 30–39%	Moderate 40–49%	Adequate 50–59%	Substantial 60–69%	Meritorious 70–79%	Outstanding 80–100%
Design elements: tonal value, colour, form/shape texture, dot/line (20)	The learner can not use the design elements competently.	The learner uses design elements partially.	The learner has limited understanding of design elements.	The learner has a satisfactory understanding of design elements.	The learner has a reasonable understanding of the design elements.	The learner has used the design elements competently and has a good understanding thereof.	The learner has used the design elements with complete competence.
Design principles Composition: Focal point, Balance, contrast, unity/variety, proportion/ scale, rhythm, space (20)	The learner can not use the design principles competently.	The learner uses design principles partially.	The learner has limited understanding of design principles.	The learner has a satisfactory understanding of design principles.	The learner has a reasonable understanding of the design principles.	The learner has used the design principles with competence and with a good understanding thereof.	The learner has used the design principles with complete competence.
Interpretation, creativity, originality, conceptualisation (20)	The learner does not show an understanding of the design brief.	The learner only partially understands the design brief.	The learner has a limited understanding of the design brief.	The learner has a satisfactory understanding of the design brief.	The learner has a reasonable understanding of the design brief.	The learner has a good understanding of the design brief.	The learner has excellent and/or complete understanding of the design brief.
Use of technique and media (20)	The learner is only partially able to apply media.	The learner is able, within limits, to apply the media.	The learner has a satisfactory ability to apply the media.	The learner shows ability to apply the media.	The learner is only partially able to apply the media.	The learner is well able to apply the media.	The learner shows deep insight in applying the media.
Presentation, professionalism and functionalism (20)	The learner does not show an understanding of professionalism and functionality.	The learner only partially understands professionalism and functionality.	The learner has a limited understanding of professionalism and functionality.	The learner has a satisfactory understanding of professionalism and functionality.	The learner has a reasonable understanding of professionalism and functionality.	The learner has a good understanding of professionalism and functionality.	The learner has excellent and/or complete understanding of professionalism and functionality.

SUMMATIVE PERCENTAGE

6. MODERATION OF THE FINAL PRACTICAL EXAMINATION

GENERAL:

The PATs done during the first three terms will be set by the teacher of the subject according to what national Department has recommended in the SAG and LPG. These will be externally moderated at the end of the year together with the final examination work. Internal moderation will take place in all the provinces. Schools or provinces must arrange their own cluster meetings to moderate the practical work. Schools will be notified by the provinces concerning date, time and venue for the submission of PATs and examination work to be moderated externally.

NOTE: The maximum duration for the entire practical exam process is SIX weeks. Provinces will make all the arrangements after they have received the final examination timetable from the national Department of Education. This means the communication to the teachers, the venues, the examiners and anything else that needs to be done in the management of the practical examinations for Grade 12.

Evaluation of Design: The learners must be taught how to evaluate designs/works (not designers) in terms of the application of the principles and elements of Design. For Term 1 you need to consult the following LTSM for LO3 (Theory):

LTSM: Recommended textbooks for design

Understand Design theory and use Design terminology correctly (Recommended LTSM: *Design Basics*)

- Terminology: A glossary of terms applicable to Design.
- Five universal principles of Design to enhance usability, influence perception, increase appeal, make better design decisions and teach through Design.

Practical Tasks:

You are required to complete: LO1 (process/preparation) and LO2 (product)

The practical work may reflect any knowledge done as theory. (See LPG for possible other practical themes.)

For Term 2 you need to consult the following LTSM for LO3 (Theory):

LTSM: Recommended textbook for Design

Practical Tasks:

You are required to complete: LO1 (process/preparation) and LO2 (product).

The written work will deal with design in a social/environmental context.

The practical work may reflect any knowledge done as theory. (See LPG for possible other practical themes.)

For Term 3 you need to consult the following LTSM for LO3 (THEORY):

LTSM: Recommended textbook for Design.

Ogilvy on Advertising

Any Design magazine: Financial Mail, ADFOCUS

Practical Tasks:

You are required to complete: LO1 (process/preparation) and LO2 (product).

The practical work may reflect any knowledge done as theory. (See LPG for possible other practical themes.)

Important information for the learner regarding assessment tools used by the teacher.

Learners should always be aware of what the assessment criteria are for each given task. This enables the learner to do exactly what is required. It also allows the learner to score optimum marks.

When doing the sourcebook or workbook the learner must pay attention to the following criteria:

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| 1. TO RECORD ACCURATELY AND USE CORRECT SUBJECT TERMINOLOGY AND SHOW PLANNING SKILLS. |
| 2. TO SHOW UNDERSTANDING OF THE DESIGN PROCESS AND SELF REFLECTION OF OWN PROGRESS. |
| 3. DEMONSTRATE ABILITY TO APPLY THE LEARNED SKILLS AND MATERIAL TO THE SOURCEBOOK AND FINAL PRACTICAL PREPARATION. |

When a product or practical task is completed the learner will be assessed on the following aspects: (Note the weighting and mark allocation.)

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|---|
| <ul style="list-style-type: none"> • Expression of intention and rationale (10) • Evidence of research, experimentation and reflection (10) • Evidence of detailed planning and presentation related to the final concept (30) |
|---|

Here is another list of assessment criteria that teachers may use for assessing a finished product:

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|--|
| 1. Creativity/Originality/Interpretation in terms of the concept and solutions that are relevant to the brief (10) |
| 2. Evidence of design involvement: the appropriate use of design elements and principles (10) |
| 3. Technique/Craftmanship/Method (10) |
| 4. The design solution must show evidence of 18 hours' work under controlled circumstances (10) |
| 5. Professional presentation and functionality of the design solution (10) |

Finally to all the learners doing the subject Design:

- Be creative, enjoy what you are doing and use the right tools or equipment or method/techniques for what you are creating.
- Time is a factor when you are doing the practical work, so do not waste it otherwise you will be handing in unfinished work.
- The theory and history component is very important so learn to communicate well or to sell good aesthetic and functional design products.