



**UMnyango WezeMfundo**  
**Department of Education**

**Lefapha la Thuto**  
**Departement van Onderwys**

---

# **GAUTENG DEPARTMENT OF EDUCATION**

## **DESIGN**

### **SCHOOL-BASED ASSESSMENT**

#### **PORTFOLIO**

**GAUTENG DEPARTMENT OF EDUCATION**

## **CONTINUOUS ASSESSMENT**

# **DESIGN**

## **CONTENTS**

- 1. What is a portfolio?**
- 2. Purpose**
- 3. Assessment in Grade 12**
- 4. Content for Portfolios**
- 5. Programme of Assessment in Grade 12**
- 6. Teacher Evidence Portfolio**
- 7. Evaluating Portfolios**

## **1. What is a portfolio?**

A portfolio is a collection of a learner's work and is determined by the Subject Assessment Guidelines (SAG).

A variety of items are organised in a certain format which will then form the learner's portfolio. Portfolios should be freely available in the classroom, so that the learners can work on them whenever they find it necessary to do so. Items which can be included in such a portfolio include the learner's Sourcebook/Workbook, final products, tests and examinations, which are collected over a period of time and which serve a specific purpose.

Portfolios are also defined as an ongoing systematic collection of products which represent milestones in the learner's journey towards excellence. This collection includes items which represent the whole terrain, and also shows how the learner's journey has progressed towards a specific aim.

The collection of portfolio items from different components of the curriculum makes the portfolio an instrument for documentation and analysis, serving as a summary of the learner's progress throughout the year.

Portfolios enable the teacher to find out more about the learner as an individual, but the learners also find out more about themselves. The portfolio is a report on the learner's progress, as well as a report of that which the learner perceives to be important.

Arter and Spandel summarise the main characteristics of a portfolio when they describe it as follows: "A portfolio is a purposeful collection of student work that tells the story of the student's efforts, progress or achievement in given area(s). This collection must include student participation in selection of portfolio content, the guidelines for selection, the criteria for judging merit and evidence of student self-reflection."

It is thus emphasised that a portfolio is an arrangement of the characteristics of authentic assessment. It makes continuous assessment possible and includes a rich variety of items as evidence of that which the students know and can do.

The content of the portfolio can be created within realistic contents. In addition, it can also be a reflection of the process of product development. It provides an excellent opportunity to transform assessment into a learning experience. Think of the portfolio as a mechanism whereby a story is told – a story that will communicate something about the learner to the reader.

## **2. Purpose**

The primary reasons for using portfolios as one type of authentic assessment tool include:

- assessing learner's accomplishment of learning outcomes
- assessing the quality of learner's sustained work
- allowing learners to turn their own special interests and abilities into a show-case
- encouraging the development of qualities such as pride in quality workmanship, ability to self-evaluate, and ability to accomplish meaningful tasks
- providing a collection of work learners may use in the future for college or university application and job seeking
- documenting improvement of learners' work

## **3. Assessment in Grade 12**

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for DESIGN (CASS) and external assessment which makes up the remaining 75% (EXAMINATION). The Programme of Assessment for DESIGN comprises seven tasks which are internally assessed. The external assessment component comprises three tasks: an exhibition, a practical examination and a written theory paper.

Together the Programme of Assessment and the external assessment component make up the annual assessment plan for Grade 12.

The following diagram shows the annual assessment plan for DESIGN:

**Annual assessment plan for DESIGN, Grade 12**

PROGRAMME OF ASSESSMENT	EXTERNAL ASSESSMENT	
<b>INTERNAL ASSESSMENT TASKS</b>	<b>EXTERNAL TASKS</b>	
<b>25% (100)</b>	<b>75% (300)</b>	
	<b>PAT</b>	<b>WRITTEN EXAM</b>
	<b>150 marks</b>	<b>150 marks</b>
~2 tests ~2 exams (midyear and trial) ~3 integrated practical tasks	~Practical examination - 100 marks ~Presentation and exhibition – 50 marks (consists of integrated practical tasks undertaken during the year converted to 50)	~Written exam (all LOs) - 150 marks

**4. Content for portfolios**

The content for portfolios for DESIGN is guided by the programme of assessment as stipulated in the Subject Assessment Guidelines (SAG).

The portfolio comprises:

- Two tests (first and third term)
- Two written examinations (midyear and trial)
- Three practical tasks (one per term in terms 1, 2 and 3)

## 5. Programme of Assessment in Grade 12

### 5.1 Tests

Two of the assessment tasks should be tests written under controlled conditions at a specified time. A **test should last at least 60 minutes and count a minimum of 50 marks**. Tests should include theory, underpinning the design process, design production and design in context. The tests in Design must be substantive in terms of time and marks, and must provide for a range of abilities and assess a range of knowledge and skills.

### 5.2 Integrated Practical Tasks

The integrated practical task culminates in the mark for the exhibition.

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

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

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

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

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

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

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

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

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

The WORKBOOK/SOURCEBOOK LO 1 (reference, research and preparatory drawings) and the Final Practical Works/s / Product/s LO 2 are to be seen as a unit. The completed WORKBOOK/SOURCEBOOK and the Final Work/s are to be handed in at the given date and learners will be required to exhibit their work during the 4<sup>th</sup> term. The date will be confirmed in an official National Department of Education letter for Grade 12 where it is compulsory to exhibit the work for moderation.

### 5.3 Examinations

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

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

#### 5.3.1 External Assessment in Grade 12

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

#### 5.3.2 Exhibition

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

Three Practical Year works as well as the two Examination Practical works (June and End of Year Practical Examination Work) must be exhibited for Grade 12 assessment and must be available to the Examiner or Moderator. Learners may choose to exhibit more work.

The year work and exhibition should show the learner's involvement and commitment over the period of the first three terms.

### 5.3.3 Examination papers

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

Suggested outline for the Grade 12 external examination:

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

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

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

#### 5.4.1 Moderation of assessment tasks

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

#### 5.4.2 Supervision of Learners' Work

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

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

#### 5.4.3 Promotion

For promotion and certification purposes learners should achieve at least a level 2 rating. Elementary achievement: 30-39% in Design. This is subject to the requirement that a learner must achieve at least a level 3 rating Moderate achievement: (40-49%) in at least one of the three choice subjects.

### 6. **Teacher Evidence portfolio**

It is required from the Department of Education that a teacher's portfolio should accompany the learners' portfolios. This portfolio should include the following:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks (e.g. practical tasks, tests and examination papers);

- the tools used for assessment for each task (e.g. memorandums, checklists, rubrics); and
- record sheets for each class (working mark sheets).

## 7. Evaluating portfolios

Periodic evaluation of portfolios should be conducted at a time predetermined by the teacher and his learners. Logical times for evaluation would be at the conclusion of a project, the end of a programme or unit, term or academic year.

The teacher must make sure that every assessment task is marked and captured. Marks on the teacher's record sheets must correspond with the marks in the learners' portfolios.

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

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

**APPENDIX 1: EXAMPLE OF AN INTERNAL ASSESSMENT**

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

<b>TEACHER EVIDENCE PORTFOLIO</b>	<b>✓ or x</b>	<b>Comments</b>				
Does the portfolio cover carry all the necessary information i.e. name of teacher, name of school, year?						
Is the Portfolio well organized and indexed?						
Are all mark sheets included?						
<b>Assessment tasks</b>						
Is there evidence of a range of assessment tasks being carried out?						
Are copies of instructions for all assessment tasks included?						
Are the assessment tools included?						
<b>Further comments: see below</b>						
<table style="width: 100%; border: none;"> <tr> <td style="width: 60%; border: none;"> <hr style="border: none; border-top: 1px solid black;"/>                     Signature of Teacher                 </td> <td style="width: 40%; border: none;"> <hr style="border: none; border-top: 1px solid black;"/>                     Date                 </td> </tr> <tr> <td style="border: none; margin-top: 20px;"> <hr style="border: none; border-top: 1px solid black;"/>                     Signature of Head of Department/Cluster Coordinator/Provincial Moderator                 </td> <td style="border: none; margin-top: 20px;"> <hr style="border: none; border-top: 1px solid black;"/>                     Date                 </td> </tr> </table>			<hr style="border: none; border-top: 1px solid black;"/> Signature of Teacher	<hr style="border: none; border-top: 1px solid black;"/> Date	<hr style="border: none; border-top: 1px solid black;"/> Signature of Head of Department/Cluster Coordinator/Provincial Moderator	<hr style="border: none; border-top: 1px solid black;"/> Date
<hr style="border: none; border-top: 1px solid black;"/> Signature of Teacher	<hr style="border: none; border-top: 1px solid black;"/> Date					
<hr style="border: none; border-top: 1px solid black;"/> Signature of Head of Department/Cluster Coordinator/Provincial Moderator	<hr style="border: none; border-top: 1px solid black;"/> Date					

**EXAMPLE OF A MODERATION TOOL FOR LEARNERS.**

See the Subject Assessment Guidelines DESIGN pg.23

**Writer and compiler: Theresa Prinsloo**

**Co-writer: Arina Oosthuizen**