



education

Department of Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT GRADES 10-12

**SUBJECT:
DESIGN**

TEACHER TRAINING MANUAL

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PROGRAMME

PERIOD: Monday to Friday

DURATION: 36-37 hours

5-DAY PROGRAMME FOR TEACHERS-

SESSION	ACTIVITY	TIME	DAY
1. Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC)	Registration and Plenary, Introduction of training participants	8.30-10.00	Mon AM
	Overview of the week of training / documents provided		
	Introduction to the NCS and NSC		
2. Introducing the Subject Statement	Introduction	10.30-13.00 14.00 - 18,00	Mon PM – Tues PM
	Subject Content and Approach		
	Conclusion / Wrap-up		
3. Planning for teaching subjects in the NCS	The Planning Cycle	8.30 -13.00 14,00 - 18.00	Wed
	The Grade 11 Work Schedule		
	Critique of the Grade 11 Work Schedule		
	Development of the first Lesson Plan for Grade 11	8.30-10.00	Thurs
4. Annual assessment plan	Introduction	11- 13,00 14.00-18.00	Thurs
	Annual assessment plan		
	Conclusion / Wrap-up		

SESSION 1 –

Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC) (3-4 hours)

ACTIVITY 1: Introduction of training participants

FORM OF ACTIVITY: Introductions

ACTIVITY 2: Overview of the week of training / documents provided

FORM OF ACTIVITY: Presentation

RESOURCES: The 5-day training programme (PowerPoint)
A hard copy of each document referred to-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment
- Higher Education admission requirements

CONTENT:

- Training programme for the week and house rules
- Documents making up the National Curriculum Statement policy and documents supporting the National Curriculum Statement policy – purpose and status of each

ACTIVITY 3: Introduction to the NCS and NSC

Part 1: 20 Questions

FORM OF ACTIVITY: Test and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector

CONTENT:

- 20 questions focusing on the NCS and NSC

INSTRUCTIONS:

- Allow the participants to record their responses to each question on Worksheet 1 as individuals
- Discuss the answers with the group as a whole, inviting participants to offer answers before discussing them

Part 2: NCS and NSC

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, a hard copy of each document referred to in the presentation-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment

CONTENT:

- Overview of the NCS, including principles and Critical and Developmental Outcomes
- National Senior Certificate: Requirements, structure and details

Part 3: Requirements for Higher Education study

FORM OF ACTIVITY: Open-book and presentation

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, HE admission requirements

CONTENT:

- Requirements for certificate, diploma and degree programmes

INSTRUCTIONS:

Introduction

- While the Higher Education document is not part of NCS policy, it provides teachers with indicators on required learner performance in NCS subjects for entry into Higher Education
- The 3-year NSC programme is the key to Higher Education study and teachers need to be aware of the admission requirements for different programmes offered at Higher Education Institutions
- Note: Design is not on the list at present. The current list has a 3-year life (time frame) – Design is already being reviewed according to its delivery and projected performance as an NCS subject.

Open-book activity

- Ask participants to study the HE document and identify the requirements for certificate, diploma and degree programmes (Worksheet 2)

Report back and discussion

- Allow one report back
- Present the requirements (see PowerPoint Presentation)
- Discuss the designated list of subjects, noting that learners already have 3 of the designated subjects in their NSC package – two languages and Mathematics or Mathematical Literacy

SESSION 2 –

Introducing the Subject Statement (20 hours)

ACTIVITY 1: Introduction to DESIGN (1 hour) - 4 Tasks

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, a hard copy of each supporting policy relevant to the subject:

1. CONTENT

Introduction to the National Curriculum Statement: Design

Refer to NCS Grades 10-12 General – Design – Chapter 1 (pp.1-5)

- Overview of the subject: Definition, purpose and scope of the subject – its origin
Refer to NCS Grades 10-12 General – Design – Chapter 2 (p.9)

1.1 DEFINITION

Refer to NCS Grades 10-12 General – Design – Chapter 2 (p.9)

1.2 PURPOSE

Refer to NCS Grades 10-12 General – Design – Chapter 2 (pp.9-10)

1.3 SCOPE

Refer to NCS Grades 10-12 General – Design – Chapter 2 (p.10)

2. LEARNING OUTCOMES FOR THE SUBJECT

TASK 1 (see PowerPoint presentation for questions)

Refer to NCS grades 10-12 General – Design – Chapter 2 (pp.11-14)

2.1 Briefly refer to relationship with the Critical and Developmental Outcomes and the NCS Principles

2.2 Critical and Developmental Outcomes:

Refer to pp.14-15 of the Design Learning Programme Guidelines

To see how Design supports the application of the Critical and Developmental Outcomes

2.3 Principles

Refer to Section 2.3 (pp.10-12) of the Design Learning Programme Guidelines

To see how Design supports the application of the nine principles of the NCS

2.4 The Three Learning Outcomes for Design

Refer to the Design Subject Statement Grades 10-12 (pp.11-12)

The three Learning Outcomes for Design must not be seen as independent of one another but treated as an integrated continuum, impacting on and informing each other.

WEIGHTING OF LOs:

National Curriculum Statement: Subject assessment guidelines for Design: (p.10 of SAG)

Please use these percentages in your planning.

The weighting is important for the time spent on certain elements in the subject framework.

LO 1 Design process	25%
LO 2 Design production	25%
LO3 Design in context	50%

3. BRIEF OVERVIEW OF SUBJECT DEVELOPMENTS

TASK 2 (see PowerPoint presentation for questions)

New content (Report 550 to National Curriculum Statement)

Refer to NCS Grades 10-12 General – Design Subject Statement (pp.3-5)

4. INCREMENTAL IMPLEMENTATION OF THE DESIGN CURRICULUM FOR GRADES 10-12

TASK 3 (see PowerPoint presentation for questions)

NB: THE FIRST NATIONAL SENIOR CERTIFICATE WILL BE ISSUED AT THE END OF 2008 TO THE FIRST GROUP OF SUCCESSFUL NCS CANDIDATES

5. POINT OUT THE ASSESSMENT STANDARDS FOR DESIGN

- Give an indication of the teaching, learning and assessment approach to be used in the classroom – for example the verbs and the nouns contained in each Assessment Standard give a general indication of the skills, knowledge and attitudes/values to be displayed by learners when engaging in an activity related to that Assessment Standard.

TASK 4 (see PowerPoint presentation for questions)

Refer to NCS Subject Statement for Design pp.16-27

6. MENTION OF SUPPORTING POLICIES RELEVANT TO THE SUBJECT AND HOW THEY SUPPORT THE IMPLEMENTATION OF THE SUBJECT DESIGN (Do not engage with them)

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment
- Higher Education admission requirements

Other Policies and Legislation:

- White Paper 6, Language in Education Policy, Religion and Education Policy, HIV/AIDS Policy– all have implications for LTSM and teaching methods in Design
- White Paper 7 – gives an indication on the use of computers in the classroom and therefore has implications for LTSM and teaching methods in Design

7. TIME ALLOCATION AND PLACEMENT OF DESIGN IN THE SCHOOL TIMETABLE

- Four hours per week

ACTIVITY 2: Design Subject Content and Approach (18 Hours)

Refer to Resource Pack.

NOTE: Each Learning Outcome for DESIGN will first be dealt with individually while addressing both the subject content and the subject approach in a dedicated Learning Outcome activity (Parts 1-3). Thereafter integration across the Learning Outcomes will be dealt with in a separate activity (Part 4).

Part 1: LO1 – (3¾ hours)

FORM OF ACTIVITY: Presentation, interactive, report back and discussion
RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines, Teacher Guide

CONTENT:

- Content, progression, integration and approach to teaching, learning and assessment

Subject Content (2 hours) (Resource Pack)

TASK 1: CONTENT

Read through the Design Subject Statement (NCS Chapter 3 pp.16-19).

1. Do a **critical study** of the Grade 10-12 subject content for DESIGN LO1 as provided in the Subject Statement (Chapter 3) and Learning Programme Guidelines.

TASK 2: PROGRESSION

Discuss the following questions within your group:

1. What content is to be taught per grade for the Learning Outcome? (Make chart) see PowerPoint **for worksheet**.
2. What content is new – i.e. it is unknown to you? (See Act. 1 no. 3 task 2)
3. Is progression evident within the Learning Outcome across the three grades? Provide examples of such progression.
4. Use your NCS document and highlight the progression between the LO and AS of Grade 10 and Grade 11.
5. Provide a practical example to show the **progression of Assessment Standards** for Grade 10 and Grade 11 on the same LO. **Make a chart for display**.

Report back

Conclusion: See progression between Grades for the particular LO

TASK 3: INTEGRATION

- Is there a link between the content indicated for each Assessment Standard? (I.e. What integration is possible within the Learning Outcome)
- What must a learner be able to know, do and value after exposure to the content in this Learning Outcome? (i.e. skills, knowledge and values/attitudes)

TASK 4: SUBJECT APPROACH

Subject Approach (1¼ hours)

- What kind of teaching, learning and assessment approach is required to teach, learn and assess the content (i.e. skills, knowledge and values) indicated in the Assessment Standards of this Learning Outcome?

TASK 5: LTSM

What LTSM is required to teach the content of this Learning Outcome to achieve the skills, knowledge and values indicated in the Assessment Standards?

1. Make a list of possible LTSM as found in the learner's world.

TASK 6: GROUP WORK – DISCUSSION AND CRITIQUE OF DESIGN ACTIVITIES

REFER TO THE GRADE 11 LESSON PLAN PROVIDED IN THE RESOURCE PACK

- Engage the participants in subject activities for DESIGN which they critique as follows;
 - Is the activity appropriate for the developmental age of the learner?
 - Does the activity address the Assessment Standards of Learning Outcome with respect to the skills, knowledge and values that will be acquired through exposure to the activity?
 - Input on assessment: How, when, who and what to assess in this activity – also make suggestions of the tools that can be used to assess learner performance in the activity and who should carry out the assessment.

Report Back (½ hour)

One group reports back and others make additions to avoid long, extended reporting so that any remaining time can be used to engage in a constructive discussion.

Part 2: LO2 (3¾ hours)

FOLLOW THE SAME PROCEDURE AS IN ACTIVITY 2 (PART 1: TASKS 1-6)

Part 3: LO3 (4¾ hours)

FOLLOW THE SAME PROCEDURE AS IN ACTIVITY 2 (PART 1: TASKS 1-6)

TASK 7: GROUP WORK – DISCUSSION AND CRITIQUE ON THE PROGRAMME OF ASSESSMENT

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Subject Assessment Guidelines

CONTENT:

- Programme of Assessment for Design

INSTRUCTIONS:

- Present the Programme of Assessment for Design as per the Subject Assessment Guidelines for Design (See Appendix A for details on the mark allocation in Design)
- Allow the participants to study the Programme of Assessment for Design in small groups and to critique the plan
- Allow one group to report their input

Part 4: INTEGRATION ACROSS THE LEARNING OUTCOMES (2 HOURS)

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines

CONTENT: **See PART 1, PART 2, and PART 3.**

- Content, integration and approach to teaching, learning and assessment

INSTRUCTIONS:

- Study the content for all three Learning Outcomes as addressed in Parts 1- 3 and look for authentic links between the content in each – i.e. which of the Assessment Standards from the different Learning Outcomes can be grouped together for teaching, learning and assessment purposes?
- Engage the participants in subject activities for DESIGN which they critique:
 - The integration of content from different Learning Outcomes
 - Does the activity address the Assessment Standards of the integrated Learning Outcome with respect to the skills, knowledge and values that will be acquired through exposure to the activity?
 - Input on assessment: How, when, who and what to assess in this activity – also make suggestions of the tools that can be used to assess learner performance in the activity and who should carry out the assessment to ensure that the integrated skills, knowledge and values are assessed in an effective and efficient manner

ACTIVITY 3: Conclusion / Wrap-up (1 hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: Subject Statement, Learning Programme Guideline

CONTENT:

- Pull all the facts together as discussed in various Learning Outcome discussions
- PowerPoint presentation – highlight the subject content and approach

SESSION 3 –

Planning for teaching subjects in the NCS (8 hours)

ACTIVITY 1: Introduction to the planning cycle (½ hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, and Data Projector

CONTENT:

- Three stages of planning
- Purpose, role-players and duration per stage
- Issues to consider when developing a Learning Programme
- Brief overview of the key activities and development process per stage

ACTIVITY 2: Introduction to the Grade 11 Work Schedule (1 hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: OHP of Grade 11 Work Schedule, OHP Projector, OHP Pens, OHP Sheets, Subject Assessment Guidelines, Learning Programme Guidelines, Subject Statement, Resource Pack: Example of Grade 11 Work Schedule

CONTENT:

- Elements of design
- Process of design
- Integration: What, how and why?
- Sequencing: What, how and why?
- Pacing: What, how and why?
- Suggested assessment tasks: What and why? – Will return to this in Session 4
- LTSM: What and why?

ACTIVITY 3: Critique the Grade 11 Work Schedule (4½ hours)

FORM OF ACTIVITY: Interactive, report back and discussion

RESOURCES: Grade 11 Work Schedule, Subject Statement, Learning Programme Guidelines, Subject Assessment Guidelines, Resource Pack: Example of Grade 11 Work Schedule

CONTENT:

- Grade 11 Work Schedule

INSTRUCTIONS:

- Participants study the example of the Grade 11 Work Schedule provided in the LPG and/or the Resource Pack and critique it:
 - Does the Work Schedule cover all the Assessment Standards (i.e. content)?
 - Integration: Are the Assessment Standards appropriately linked?
 - Are the Assessment Standards covered in sufficient detail and depth?
 - Pacing: Is the time allocation across the 40 weeks appropriate?
 - Sequencing: Is the content presented in the correct order?
 - Are relevant LTSM listed? If not, list the LTSM required.
 - How can the Work Schedule be improved?

ACTIVITY 4: Report back (1 hour)

FORM OF ACTIVITY: Report back and discussion

RESOURCES: Subject Statement, Learning Programme Guidelines, Resource Pack: Example of Grade 11 Work Schedule

CONTENT:

- Improved Grade 11 Work Schedule

INSTRUCTIONS:

- Allow different groups to present their improved version of the exemplar Work Schedule for Grade 11
- Engage participants in a discussion after each presentation

ACTIVITY 5: Development of the first Lesson Plan for Grade 11 (1 hour)

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines, Resource Pack: Example of Grade 11 Lesson Plan

CONTENT:

- Grade 11 Lesson Plan
 - Elements of design
 - Process of design

INTRODUCTION:

- Lesson Plan: What it is and its duration
- Pointers on deciding on the number of Lesson Plans to be written
- Elements and design of a Lesson Plan
- Teaching method: What and why
- Assessment strategy: Who, when, how and form of assessment
- Expanded opportunities: Inclusive approach to accommodate all learners

INSTRUCTIONS:

- Provide an overview of the elements and the design process of a Lesson Plan
- Engage participants in the development of the first Lesson Plan that will be presented for the first 2-5 weeks of the school year according to the Grade 11 Work Schedule critiqued in Activity 3 (Worksheet 3)
- Allow one group to present and then discuss their presentation

SESSION 4 – Annual assessment plan (8 hours)

ACTIVITY 1: Introduction to assessment in the NCS (¼ hour)

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, and National Protocol on Assessment, Subject Assessment Guidelines

CONTENT:

- Approach to assessment: Criteria-driven
- Recording process: Record one global mark / code per task and refer to the Subject Assessment Guidelines for guidance on how to arrive at the final mark for the subject
- Reporting process: 7 codes and percentages
- Portfolios: Teacher and learner

ACTIVITY 2: Programme of Assessment for Grades 10 and 11

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines, Appendix A

CONTENT:

- Programme of Assessment for Grades 10 and 11 (Section 2 of the Subject Assessment Guidelines): Number of tasks
- Nature of tasks: Forms of assessment suitable to the subject (Section 3 of the Subject Assessment Guidelines and Appendix A) and suitable tools
- Practical Assessment Task (PAT) – refer to Part 3 of Session 2: Activity 2 on the PAT for Design and Appendix A
- Weighting of tasks for the formal Programme of Assessment and mark allocation for Design

ACTIVITY 3: Development of a Grade 11 annual assessment plan

FORM OF ACTIVITY: Presentation, interactive and discussion

RESOURCES: Subject Assessment Guidelines, Teacher Guide

CONTENT:

- Programme of Assessment for Grade 11: Tasks, topics, tools and dates

INSTRUCTIONS:

- Engage participants in the compilation of a Grade 11 annual assessment plan for Design in which they indicate (Worksheet 4):
 - Five tasks: 2 Tests, 2 other tasks and PAT
 - Topics for each task
 - Assessment tools for each task
 - Date and duration of each task
- Ask participants to revisit the Grade 11 Work Schedule (Session 3: Activity 3) and to align the annual assessment plan for Grade 11 with the assessment tasks listed in the Work Schedule

Wrap - up

Worksheet 1: Session 1

Make use of your knowledge of the NCS and related documents to answer the following questions presented on the screen.

- Fill in the answers as quickly as possible
- Keep answers short and to the point.

No	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Worksheet 2 Session 1

Study the HE document and identify the requirements for certificate, diploma and degree programmes

HIGHER CERTIFICATE	DIPLOMA	BACHELOR'S DEGREE

WORKSHEET 3

SESSION 3 – ACTIVITY 5 FIRST GRADE 11 LESSON PLAN
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SUBJECT: DESIGN LESSON PLAN: 1 DURATION:	GRADE: 11 NO. OF ACTIVITIES: WEEK / DATE: Weeks 1-			
CONTEXT:				
LINK WITH PREVIOUS LESSON:	LINK WITH NEXT LESSON:			
CORE CONTENT (KSVs):				
	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	Etc.
LOs & ASS:				
CORE CONTENT:				
DETAIL OF ACTIVITY:				
TEACHING METHOD:				
ASSESSMENT STRATEGY:				
EXPANDED OPPORTUNITIES:				
RESOURCES:				
TEACHER REFLECTION:				

WORKSHEET 4

**SESSION 4 - ACTIVITY 3
ANNUAL ASSESSMENT PLAN FOR GRADE 11**

SUBJECT: DESIGN

GRADE: 11

YEAR: 2007

TERM 1 PAT 1:	TERM 2 PAT 2:	TERM 3 PAT 3:	TERM 4 EXAMINATION: PRACTICAL COMPONENT
LO(s) and AS: Assessment Form: Date: Duration: Tool:			
SUMMATIVE TERM TEST	EXAMINATION	SUMMATIVE TERM TEST	EXAMINATION: THEORETICAL COMPONENT
LO(s) and AS: Assessment Form: Date: Duration: Tool:			

APPENDIX A: EXPLANATION OF THE PROGRAMME OF ASSESSMENT

The Programme of Assessment for Design in Grades 10 and 11 consists of 7 tasks which are contained in two components: CASS and end-of-year assessment. See the Subject Assessment Guidelines for details on the tasks. This Appendix explains the mark allocation for the present version of the Subject Assessment Guidelines for Design:

1. CASS (25%) = 100 marks

CASS: Term 1 + Term 2 + Term 3 = 400 marks ÷ 4 = 100 marks

This consists of the following tasks:

- 2 Tests (2 X 50) = 100 marks
- 3 Practical projects (3 x 25) + 3 Work/Source book tasks (3 x 25) = 150 marks
- 1 Written Examination (mid-year) (100) + 1 Practical Examination (mid-year: LO1 Work/Source book (25) + LO2 Practical project (25) = 150 marks

2. END-OF-YEAR ASSESSMENT (75%) = 300 marks

End-of-year assessment: Term 4 = 300 marks

This consists of the following tasks:

- PAT = 3 Practical projects (3 x 25 / 3) + 3 Work/Source book tasks (3 x 25 / 3) from Terms 1, 2 and 3 = 50 marks
PLUS
- PRACTICAL EXAMINATION (max 16 hours) – LO1: Workbook/ Source book (50) + LO2: One Practical Project (50) = 100 marks
PLUS
- WRITTEN EXAMINATION – LO3: 3 hours (150) = 150 marks

**FINAL MARK FOR DESIGN
= CASS (100) + End-of-year assessment (300) = 400 MARKS**

THE ANNUAL ASSESSMENT PLAN

TERM 1	TERM 2	TERM 3	TERM 4	End of year Assessment		
TASK 1 Integrated Task 20 hours (50)	TASK 3 Integrated Task 20 hours (50)	TASK 5 Integrated Task 20 hours (50)	TASK 7.1 PAT (1,3,5) This gives (50) AND Practical Examination LO1: 50+LO2: 50 (100) 16 hours maximum done during term 4 Total (150)			
PAT = Tasks 1 = 3 = 5 = 150 ÷ 3 = TASK 7.1 →→→						
TASK 2 Test (50)	TASK 4 Mid – year Examination Written (100) Practical (50)	TASK 6 Test (50)	TASK 7.2 Written Examination 3 hours Total(150)			
100	+	200	+		100 = 400/4 Total:100	300
					100 + 300 =Grand Total out of 400 marks	