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# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## NATIONAL SENIOR CERTIFICATE

**GRADE 12**

**DESIGN P2**

**(PRACTICAL)**

**21 JULY–23 OCTOBER 2023**

**MARKS: 100**

**TIME: TOPIC 1:** Practical process/preparation at school and/or at home during the 3<sup>rd</sup> term [50]  
**TOPIC 2:** Final practical product done under controlled conditions **ONLY** at school: a maximum of 24 hours during the 4<sup>th</sup> term [50]

**This question paper consists of 23 pages and 1 addendum.  
This question paper must be printed in full colour.**

## INSTRUCTIONS AND INFORMATION

1. This question paper consists of TWO sections:

TOPIC 1: The examination sourcebook/workbook (50 marks)

TOPIC 2: The final examination design product (50 marks)

TOTAL: 100 marks

2. **The question paper has TWO briefs/themes. Choose ONE of the two options.**

**BRIEF/THEME 1: DESIGN FOR SOCIAL WELFARE****THE BRIEF:**

The Aryan Benevolent Home (ABH), situated in Chatsworth, Durban, is a non-profit organisation (NPO) and a public benefit organisation (PBO) that was founded in 1921. ABH is a social welfare organisation that provides sanctuary to vulnerable and homeless persons. They have eight facilities operating 24-hour services which include caring for neglected, abused or orphaned children, the elderly, domestic violence survivors, and differently abled persons. ABH has a theatre, a learning centre, dining facilities and after-care services for older children. The home also has an accredited healthcare education programme that empowers caregivers in the community with skills to care for their elderly and sick.

Unlike other non-profit organisations, the ABH struggles to raise funds to continue enriching the lives of the residents. Additionally, many of their facilities are in need of refurbishing and/or restoration. These facilities require innovative design solutions to re-design various aspects of their existing facilities, while constantly improving the environment of the ABH. You may also create completely new design solutions that add value to the work of the ABH.

**Based on the existing principles of the mission of the ABH, create (an) inspired innovative design solution(s) for the ABH. Your design can help to raise funds, improve the environment of the home and/or rebrand the home.**

**Alternatively, you may create design solutions that add value to the work of any other existing NPO/PBO from your province that does similar work to the Aryan Benevolent Home (ABH).**

**CASE STUDY: Aryan Benevolent Home (ABH)**

**You are required to do research on the Aryan Benevolent Home**, its purpose, mission and the history behind its origins and the various designs that it can inspire. Do searches on the internet to study websites of other organisations similar to the ABH to guide you with your research. This research must be presented as part of your sourcebook/workbook of Topic 1. Refer to the criteria for the design process and final product together with the assessment guidelines.

Create a **Visual Communication/Information Design and/or Digital Design** solution, which could include a rebranding of the existing corporate identity of the ABH. This could consist of a logo, letterhead and business card. You could also design packaging for food parcels, a promotional short video of the ABH, and a T-shirt or sweater design for volunteers of the home, etc. Another possibility could involve a poster campaign (with a series of posters) promoting the various facilities within the ABH, e.g. the Pattundeen Theatre or ABH Charity Store. Designers may also re-design the ABH's existing social media pages, such as Facebook and Instagram. You may also design navigational signage that helps visitors and residents find their way around the ABH facilities, e.g. indicate where the Educare Centre or dining facilities are located.

Create a **Surface Design or Two-dimensional Craft Design** solution that improves the existing facilities of the ABH, e.g. wallpapers for communal areas and bedrooms, textile fabric to be used for curtains, duvet covers, chairs and children's beds, apron designs for kitchen staff or caregivers' uniforms. This could also be a surface pattern solution that assists elderly patients with dementia to remember where to locate objects within their rooms or teaches Educare Centre learners how to read.

Create a **Product Design or Three-dimensional Craft Design** solution that can be purchased at the ABH Charity or curio store that are part of the ABH's fundraising initiatives and specific events, such as the annual Radiothon or fundraising gala dinner. You could also design a product that can be used within the facility, e.g. a name badge for caregivers or create an innovative multifunctional crocheted blanket for wheelchair-bound residents using the corporate identity colours of the ABH or jewellery promoting the ABH Centenary. Designers can also design cutlery and crockery to be used within the dining facilities, bedroom lamps for residents and playroom items. Chandeliers for the dining area or other innovative lighting solutions for the ABH Computer Centre can also be created. Designers can use traditional African craft techniques or influences to create these products.

Create an **Environmental Design** solution such as a play area for the Educare Centre or a socialising area for the elderly residents. Design or revamp a theatre space or landscape to add value to the NPO/PBO. These facilities help create a sense of belonging and safety for residents.

## GLOSSARY: DESIGN FOR SOCIAL WELFARE

**Non-profit organisation:** A non-profit organisation is a group organised for purposes other than generating profit and in which no part of the organisation's income is distributed to its members, directors or officers.

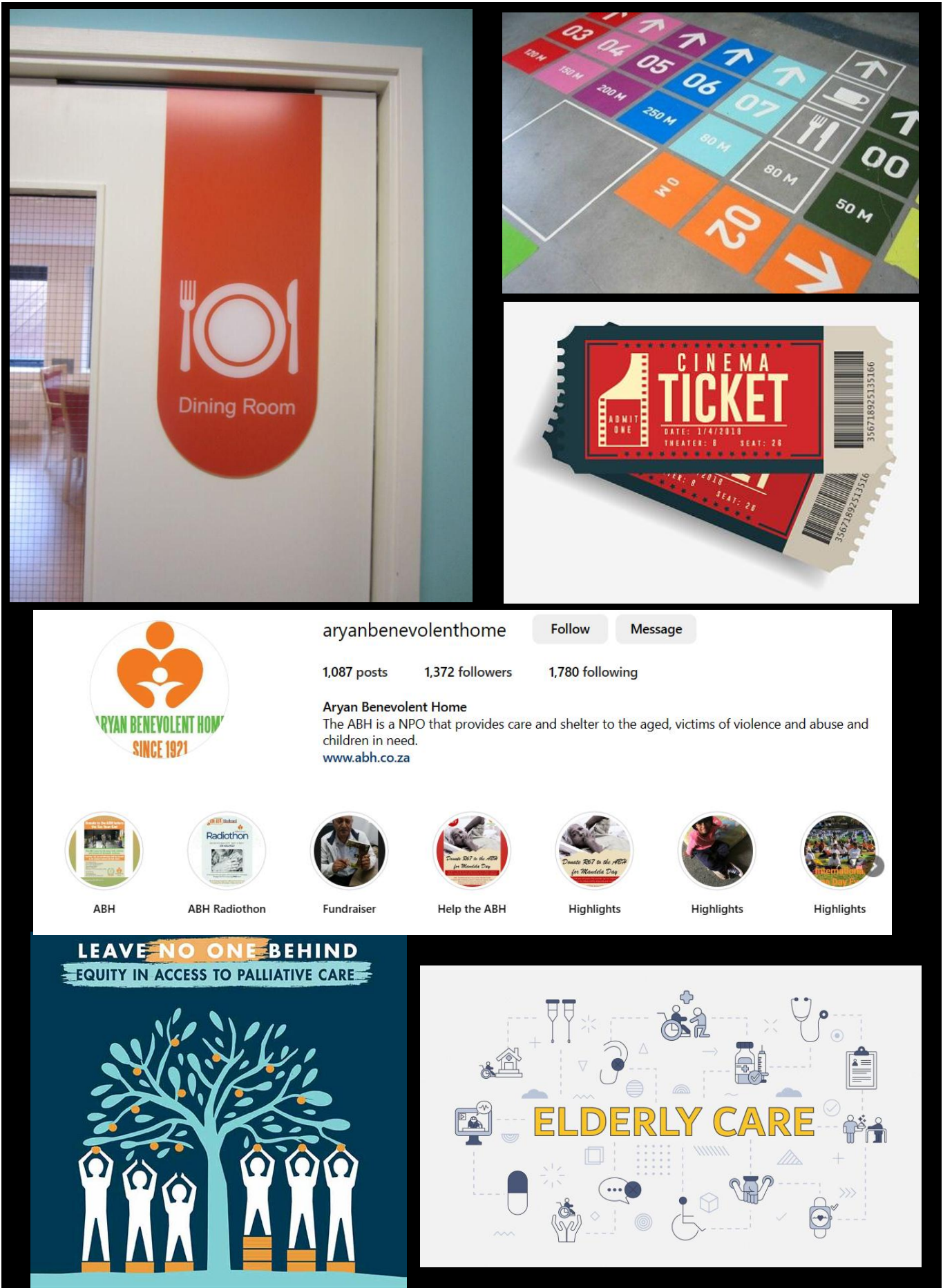
**Public benefit organisation:** The difference between an NPO and a PBO is that the latter stands for a public benefit organisation.

**Sanctuary:** Protection or a safe place, especially for someone or something being chased or hunted.

**Differently abled person:** Differently abled is often described in terms of a lack of normal functioning of physical, mental or psychological processes. It is also defined as learning difficulties or difficulties in adjusting socially, which interfaces with a person's normal growth and development.

**Do NOT copy the examples given.**

## VISUAL COMMUNICATION/INFORMATION DESIGN AND/OR DIGITAL DESIGN



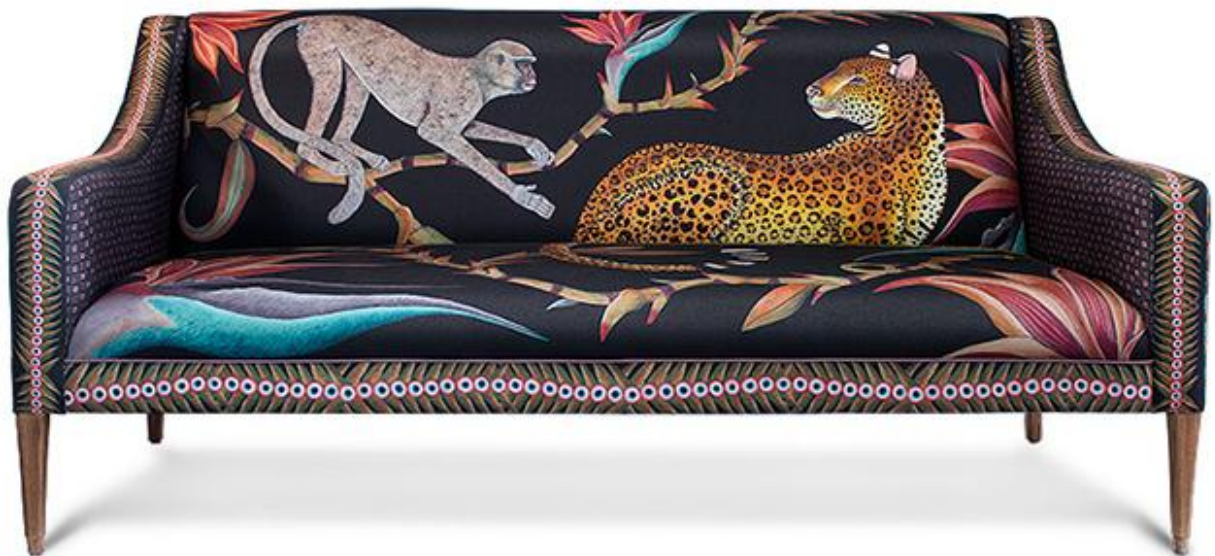


## SURFACE DESIGN AND TWO-DIMENSIONAL CRAFT DESIGN





## PRODUCT DESIGN AND THREE-DIMENSIONAL CRAFT DESIGN





## ENVIRONMENTAL DESIGN







**BRIEF/THEME 2: DESIGN FOR AN ECO-LODGE****THE BRIEF:**

**Eco-lodges** (environmentally sustainable accommodation) are rapidly gaining popularity as travellers look to help preserve the environment and contribute to growing local economies. Unlike eco-lodges, traditional hotels, hostels and game lodges have a negative impact on the environment. The creation of eco-lodges together with green travel gives travellers the option to positively improve their environments while experiencing the beauty of nature and ensuring sustainability of the Earth's resources. Eco-tourism is more than installing solar systems and reducing waste; it has grown to also include community development and the protection of indigenous cultural traditions. Local communities are exposed to improved employment opportunities, infrastructure development and better community resources and facilities.

**Create an innovative design/design product for an eco-lodge which addresses the impact it has on the environment and the community.**

Do research on eco-lodges in South Africa and abroad. Refer to eco-conscious travel blogs and articles that discuss the impact of tourism on the environment. What makes them different from the usual holiday lodge? How are you going to encourage or sell your eco-lodge concepts/designs to tourists? This research must be presented as part of your sourcebook/workbook of TOPIC 1. Refer to the criteria for the design process and final product together with the assessment guidelines.

**TIP: Define the type of eco-lodge you are going to design for. Use a spider diagram and be specific about where it is situated, who the clientele will be, and what the mission of the eco-lodge will be.**

Create a **Visual Communication/Information Design and/or Digital Design** solution that could be used by an eco-lodge OR promote eco-travel. For example, create or consider a bespoke, environmentally friendly corporate identity for an eco-lodge which could include a logo, letterhead, business card, packaging, brochure, a short video advertisement promoting the ethics of the eco-lodge OR environmentally friendly signage for an eco-lodge.

Create a **Surface Design or Two-dimensional Craft Design** solution that is eco-friendly, promotes eco-tourism and can be used by an eco-lodge of your choice. For example, wallpapers that specifically interpret the mission/ethos of your chosen type of eco-lodge, textile fabric, or any other surface pattern solutions that address the problems created by tourism or promote eco-tourism.

Create a **Product Design or Three-dimensional Craft Design** solution for use by an eco-lodge that will consider the problems of sustainability by educating guests about the importance of eco-living, e.g. a biodegradable sling bag with the eco-lodge's corporate identity. You could also design furniture or crockery using sustainable materials or that promote local cultural style and techniques, etc.



Create an **Environmental Design** solution that can be integrated into an eco-lodge which will draw attention to eco-tourism, e.g. a 'green' bathroom with a calm and serene ambience, built with sustainable materials and with water restrictions in mind. The water from the bathroom may be harvested for use in the garden. You could design and create a bespoke architectural model of an eco-lodge or a window display advertising your eco-lodge.

**Refer to the criteria for the design process and final product together with the assessment guidelines.**

### GLOSSARY: DESIGNING FOR AN ECO-LODGE

**Eco-lodge:** Accommodation that consciously makes an effort to preserve the environment and contribute to local economies, while minimising the impact on natural environments and local populations

**Eco-tourism:** A tourism sector that promotes environmentally and socially responsible travel

**Green travel:** A means of travel that positively contributes to the environment while simultaneously experiencing the richness and beauty of nature

**Infrastructure:** The built environment

**Solar system:** An alternative means of generating electricity with sun power

**Unethical tourism:** Tourism that intentionally disregards maintaining the environment and societies it interacts with

**The following images are examples that show products designed for eco-lodges in the different design categories.**

**Do NOT copy the examples given.**

**VISUAL COMMUNICATION/INFORMATION DESIGN AND/OR DIGITAL DESIGN**





## SURFACE DESIGN AND TWO-DIMENSIONAL CRAFT DESIGN









**PRODUCT DESIGN AND THREE-DIMENSIONAL CRAFT DESIGN**





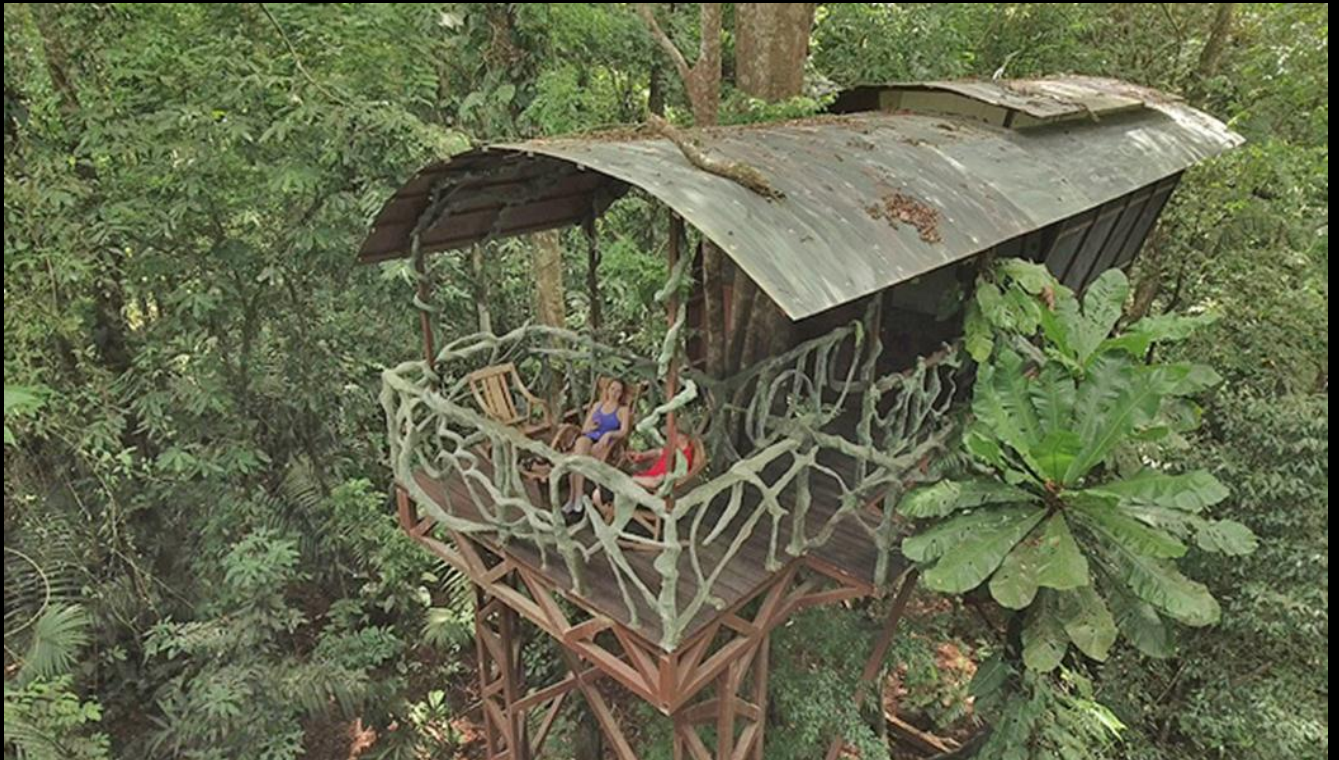








## ENVIRONMENTAL DESIGN









**REQUIREMENTS****SECTION A****TOPIC 1: THE DESIGN PROCESS [50]**

1. All process/preparatory work for your design must be shown in a sourcebook/workbook.
2. This will involve the processes from conceptualisation to realisation.
3. Thorough investigation of problems posed by the design brief should be shown.
4. The sourcebook/workbook must be presented in the form of an album (i.e. in book form).
5. It must open easily and have pages that turn easily.
6. The sourcebook/workbook must be made of light material to facilitate transportation where work is moderated at a central venue.
7. Ensure that the sourcebook/workbook is presented professionally.

**NOTE:**

- As TOPIC 1 (process/preparation) has the same mark allocation as TOPIC 2 (the final product), it should be given enough time to acknowledge its importance.
- Your teacher may be involved in this preliminary preparatory session (TOPIC 1 only).
- You may work at home (TOPIC 1 only).

**CRITERIA FOR THE DESIGN PROCESS (TOPIC 1)**

You should present the following (refer to the ***NSC Design Examination Guidelines***):

- Expression of intention and rationale (10)
  - Evidence of research, experimentation (10)
  - Evidence of detailed planning (10)
  - Evidence of development and reflection (10)
  - Presentation related to the final concept (10)
- [50]**

**SECTION B****TOPIC 2: THE FINAL PRODUCT [50]**

Although it is recommended that a two-dimensional design should NOT be larger than A2 in size, candidates' work is **not restricted regarding size**.

The size of a three-dimensional design will depend on the function of the object being made. Take into account that the final product might have to be transported to a central marking venue, and you should therefore be mindful of possible problems that can be encountered during transportation.

**NOTE:**

- Your teacher may NOT assist you in any way during the final production of the design.
- ALL work must be done under the teacher's and/or appointed invigilator's supervision at your school.
- Any form of direct **copying/plagiarism** or work that is not your original work will be strictly penalised.
- A declaration of authenticity (ADDENDUM A) must be completed by yourself and the chief invigilator/teacher.
- Work must be done on a continuous basis, e.g. during three consecutive days under controlled circumstances.

**CRITERIA FOR THE DESIGN PRODUCT (TOPIC 2)**

You should use the following criteria (refer to the **NSC Design Examination Guidelines**):

- |  |             |
|--|-------------|
| • Creativity/Originality/Interpretation in terms of the concept and solutions that are relevant to the brief | (10)        |
| • Evidence of design involvement: the appropriate use of design elements and principles                      | (10)        |
| • Technique/Craftsmanship/Method   | (10)        |
| • The design solution with evidence of <b>a maximum of 24 hours' work</b> under controlled circumstances     | (10)        |
| • Professional presentation and functionality of the design solution   | (10)        |
|  | <b>[50]</b> |

**TOTAL: TOPIC 1 (50) + TOPIC 2 (50): 100**



**INSTRUCTIONS TO THE TEACHER****PRACTICAL EXAMINATION: TOPIC 1 (50 MARKS) AND TOPIC 2 (50 MARKS) – TASK 7**

1. This practical examination consists of TWO parts, TOPIC 1 (sourcebook/workbook and TOPIC 2 (final product).
2. This practical question paper should be given to the candidates on **Friday 21 July 2023**. The final submission date will be **Friday 20 October 2023**.
3. TOPIC 1 (design process) has the same weighting as TOPIC 2 (final product) and it should therefore be given enough time to acknowledge its importance.
4. Consequently, candidates should have enough time to do their TOPIC 1 (preparation/design process). Due to the preparatory nature of TOPIC 1, candidates are allowed to work at home. The teacher may be involved in the preliminary preparatory session for TOPIC 1 only. The preparatory work for TOPIC 1 should commence in Term 3.
5. The teacher may NOT assist the candidate in any way during the final production of the design product (TOPIC 2).
6. Candidates must use the TOPIC 1 sourcebook/workbook as a point of reference during their TOPIC 2 examination. Both TOPIC 1 and TOPIC 2 examination work must be submitted to the teacher/invigilator immediately after the TOPIC 2 examination has been completed.
7. Any form of direct **copying/plagiarism** or work that is not the candidate's original work will be strictly penalised.
8. TOPIC 2 must be done on a continuous basis during contact time, e.g. during three consecutive days under controlled circumstances.
9. TOPIC 2 must be done at the candidate's examination centre, under the supervision of the teacher/invigilator. TOPIC 2 must NOT be removed under any circumstances from the examination centre during the exam.
10. TOPIC 2 must NOT be done at home.
11. Each province will determine the marking process of TOPIC 1 (sourcebook/workbook) and TOPIC 2 (final product). Schools will be notified by the provinces regarding the date, time and venue for the submission of work to the examination centres, where applicable.
12. The examination TOPIC 1 should be professionally presented in a sourcebook/workbook in album format.
13. The sourcebook/workbook and final product must be labelled neatly and clearly.
14. ADDENDUM A must be completed in full and the school stamp should appear in the appropriate space. Attach ADDENDUM A securely to the final examination work (sourcebook/workbook and/or final product).

**ASSESSMENT RUBRIC**

Mark Sheet/Register No.: \_\_\_\_\_

CENTRE NUMBER:

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EXAMINATION NUMBER:

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Provincial Education Department: \_\_\_\_\_

	OUTCOMES	REQUIREMENTS	WEIGHTING %	MARKER 1	MARKER 2	MODERATED MARK	TOTAL MARK
SOURCEBOOK/WORKBOOK	TOPIC 1: DESIGN PROCESS	<b>Expression of intention and rationale:</b> Brainstorm or do a mind map of ideas to explore the theme of the brief. Develop a concept plan by providing a rationale to validate/explain the solution planned/found.	10				50
		<b>Evidence of research:</b> Research the brief and find relevant source materials (visual references/inspiration). Show evidence of research by creating a mood board and by completing thumbnail sketches of various ideas.	10				
		<b>Detailed planning and experimentation:</b> Generative ideas and/or drawings should explore a variety of concept solutions to the brief (different techniques and materials). Drawing skills development should be evident. Design a few concept solutions that explore the brief showing evidence of experimentation.	10				
		<b>Evidence of development:</b> Shows evidence of the final design solution in the form of a detailed, annotated drawing/collage/maquette/prototype, etc. Exploration of different materials and techniques should be encouraged.	10				
		<b>Reflection and presentation:</b> Reflection of process must be evident. Careful consideration is given to presentation of the sourcebook. This process should be creatively presented.	10				
		<b>SOURCEBOOK/WORKBOOK TOTAL</b>		50			
THE FINAL PRODUCT	TOPIC 2: DESIGN PRODUCTION	<b>Creativity/Originality/Interpretation in terms of the concept and solutions that are relevant to the brief:</b> Is the work unique, original and relevant to the brief? Does the product solve the problem posed by the brief?	10				50
		<b>Evidence of design involvement: the appropriate use of design elements and principles:</b> Overall impression. How have the elements and principles been used to create a unique design solution?	10				
		<b>Technique/Craftsmanship/Method:</b> How technically competent is the final product? How adequate and professional is the craftsmanship?	10				
		<b>Evidence of 24 hours of work:</b> Evidence of the use of available time to complete the product. Does the design solution show legitimate involvement in the making of the design product? Is attention given to detail?	10				
		<b>Professional presentation, functionality and reflection of the design solution:</b> Is the product presented professionally and neatly? Does the product fulfil its function? Evidence of reflection of the product in relation to the problem posed by the brief.	10				
		<b>FINAL PRODUCT TOTAL</b>		50			
	<b>GRAND TOTAL</b>		100				

NAME:

SIGNATURE:

DATE: \_\_\_\_\_

CM: \_\_\_\_\_

\_\_\_\_\_

IM: \_\_\_\_\_

\_\_\_\_\_



**ADDENDUM A**

This addendum must be detached, copied, completed, signed and attached to the final examination work (workbook/sourcebook and/or final product).

**OFFICIAL LABEL: NOVEMBER 2023 SOURCEBOOK/WORKBOOK**

1.	Name of subject	DESIGN
2.	Code of subject	DSGN

<b>DECLARATION OF AUTHENTICITY</b>												Register NO. _____	
This is to certify that all work submitted is the original and own work of the candidate.													
Centre number													
Examination number													
District/Circuit													
	Signatures and date							School stamp					
Candidate													
Principal													
Chief Invigilator/Teacher													

**OFFICIAL LABEL: NOVEMBER 2023 FINAL PRODUCT**

1.	Name of subject	DESIGN
2.	Code of subject	DSGN

<b>DECLARATION OF AUTHENTICITY</b>												Register NO. _____	
This work was done under supervision and without any help. This is to certify that all work submitted is the original and own work of the candidate.													
Centre number													
Examination number													
District/Circuit													
	Signatures and date							School stamp					
Candidate													
Principal													
Chief Invigilator/Teacher													