

TECHNICAL DRAWING HG PAPER 1

Candidates were caught off guard since the content of the question paper differs from those of previous years.

From the answers provided by the candidates it is very clear that the majority of educators concentrated on the content of previous years' papers rather than teaching the various drawing concepts and – techniques as set out in the syllabus.

Question 1.1

The placing of a line segment in space could be either by means of geometrical or geographical bearings, angle sizes or x, y and z co-ordinates.

Question 1.2

Perpendicular concept of a line segment to an inclined or oblique plane. Changing the oblique to an inclined plane. Consolidation of a concept that requires practicing.

Question 1.3

The concept of a line segment penetrating a solid – many could not determine the points of intersection.

Question 2

This question gave a step-by-step sequence of how to go about – unnecessary mistakes by candidates.

Question 3

Many could not change the obtuse oblique plane to an inclined plane as well as the projection of the axis onto the auxiliary plane.

The placing of the base side of the pyramid parallel to the horizontal plane (HP) – although it is a basic concept, it was poorly answered.

Question 4

Although the penetration of the branch pipe was from the top, it once again tested the concept of interpenetration. Teach the candidates the concepts of interpenetration rather than a certain method of projection – i.e. determine the true shapes and use lengths for developments.

The development of the cone with the interpenetration requires practicing. Not just the development of the cone-pyramid against the given view.

Question 5

Candidates selected the incorrect point/path of rotation. Once again the concepts of the different loci were not consolidated well. Even the simple calculation was done incorrectly or totally ignored.

Question 6

This question was well answered.

TEGNIесе TEKENE HG VRAESTEL 1

Kandidate is onkant betrap omdat die inhoud van die vrae verskil het van vorige vraestelle. Dit is baie duidelik van die kandidate se antwoorde dat van die leerkragte gekonsentreer het op die inhoud van vorige vraestelle eerder as om die kandidate die verskillende tekenkonsepte en – tegnieke soos in die sillabus uiteen gesit, aan te leer.

Vraag 1.1

Die plasing van 'n lynstuk in die ruimte kan of deur middel van geometriese en geografiese liggings, hoek groottes of deur x, y en z-koördinate voorgestel word.

Vraag 1.2

Loodreg-konsep van 'n lynstuk met 'n hulp- of skuinsvlak. Verandering van skuinsvlak na hellende vlak – vaslegging van 'n konsep wat inoefening ontbreek.

Vraag 1.3

Snit-konsep van 'n lynstuk met 'n vaste liggaam. Baie kon nie die deurdringingspunte bepaal nie.

Vraag 2

Die vraag sê stapsgewys wat gedoen behoort te word – onnodige foute deur kandidate.

Vraag 3

Baie kon nie die skuinsvlak (stomphoek) na 'n hellende vlak verander nie asook die projeksie van die as op die hulpaansig.

Die plasing van die basissy van die piramide parallel met die horisontale vlak (HV) – swak beantwoord alhoewel dit basiese konsepte is.

Vraag 4

Alhoewel die deurdring van die takpyp van bo-af is het dit weereens die konsep van deurdringings getoets. Leer eerder die konsep van deurdringings aan as om 'n sekere metode van projeksie aan te leer – d.i. bepaal die ware vorms en gebruik ware lengtes vir die ontwikkelings.

Die ontwikkeling van die keël met die deurdringing makeer inoefening – nie net noodwendig die ontwikkeling van die keël/piramide teenaan die gegewe aansig nie.

Vraag 5

Kandidate het die verkeerde punt/baan van rotasie gekies. Weereens is die konsepte van die verskillende lokusse nie goed vasgelê nie. Selfs die eenvoudige berekening was foutiewelik of totaal weggelaat.

Vraag 6

Hierdie vraag is oor die algemeen goed beantwoord.