



## basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

BASIC EDUCATION: DEPARTMENT OF BASIC EDUCATION

REPUBLIC OF SOUTH AFRICA NATIONAL SENIOR CERTIFICATE

GRADE 12

DESIGN P 1 (THEORY)

DECEMBER 2013

INTERNAL MODERATOR'S REPORT GAUTENG

<b>SUBJECT</b>	<b>DESIGN</b>	
<b>PAPER</b>	<b>P 1</b>	
<b>DURATION OF PAPER :</b>	<b>3 HOURS</b>	
<b>PROVINCE</b>	<b>GAUTENG</b>	
<b>NAME OF THE INTERNAL MODERATOR</b>	<b>MRS A GROBLER</b> <b>082 6255296</b>	
<b>NAME OF THE CHIEF MARKER</b>	<b>MRS R STEYN</b> <b>082 4426190</b>	
<b>DATES OF MARKING</b>	<b>2/12/2013 – 10/12/2013</b>	
<b>HEAD OF EXAMINATION:</b>	<b>MR P. MASILO</b>	





**QUESTION 2:**

**Most learners answered this question on the lower level of Bloom’s Taxonomy. Some learners could not recognise the use of stereotypes and prejudice in the example of the two examples of chair designs provided.**

2.1 Overall learners had good knowledge and they were able to relate to and answer in an insightful manner. In many cases learners managed to make the connection of ‘title, materials, colour and form’ to the issue of reinforcing stereotypes and answered on the higher level of Bloom’s Taxonomy. The background of multicultural learners was taken into consideration when this question was misinterpreted. As these were the following findings:

Some learners were unable to answer the visual literacy questions. A large amount of learners found it impossible to ‘read’ the images as a record of a 3-D object. Rather they received the images as 2-D flat illustrations. This group were unable to receive depth in figure A. In addition, in comparing figure A and B, these learners described figure A as larger than figure B; they were not able to ‘read’ that figure A had been photographed close up and figure B from further back. Many learners interpreted the titles ‘HIS’ and ‘HERS’ as indicating that this was a way of excluding the public from buying and from sitting on certain chairs e.g. only males could sit on the ‘HIS’ (or rather ‘allowed to’) chair or purchase it. The instruction to discuss the question in years of ‘form’ was very poorly dealt with. Few understood the difference between Shape and Form. They discussed the work as if it were a 2-D image. Learners that are struggling with the subject tend to answer in a jumbled format and do not follow direct questions and or order of questions in the paper. Marker has to hunt down portions of points in random order and contexts to make up marks required.

2.2 Overall learners had good knowledge and they were able to relate and answer in an insightful manner. The background of multicultural learners was taken into consideration when this question was misinterpreted.

**SUGGESTIONS FOR IMPROVEMENT IN RELATION TO TEACHING AND LEARNING**

Educators should give different examples, both 2D and 3D, for the learners to analyse and interpret. This will allow the learners to express themselves in a more conceptual manner.



**QUESTION 4: DESIGN HISTORY**

Most of the learners answered this question well and received high marks due to their knowledge of the various design styles. Some learners struggled to place the buildings in the relevant Era. The dates presented problems for the learners. Many learners struggled to apply the Principles of Design to the cabinet examples provided.

4.1 The dates stated under the images in this question confused many learners. Educators are encouraged to expose learners to more images so that they are more able to identify characteristics of different styles without relying on dates. A lot of unnecessary time was wasted in searching for facts as the answers were answered in an un-orderly way.

4.2.1 Learners were able to express their point of view and substantiate that view.

4.2.2 Most of the learners failed to apply their knowledge of the Principles of Design to Figures F and G. This question was not answered very well.

**SUGGESTIONS FOR IMPROVEMENT IN RELATION TO TEACHING AND LEARNING**

The onus is on the educators to teach the different style movements. It is highly recommended that educators make use of visual examples to further assist them with their teaching methods. This will also be an added advantage to the learner.







**SECTION C: DESIGN IN A BUSINESS CONTEXT**

**QUESTION 7:**

Learners did not read the question. As a result many learners answered both questions 7.1 and 7.2. Overall Question 7 was answered very well. Learners received average to high marks for this section and question. There were NO learners that did not answer this question. Every learner in the province attempted to answer question 7 and there was only one learner with zero marks for this section. The mark allocation for question 7 (one of the longer questions in the paper) is appropriate for this type of question. Most of the learners did well in question 7.2.3 as it is based on their own experience and/or opinion.

**7.1 – 7.2**

Question 7 accommodated various learners and their individual knowledge systems with the two options either 7.1 or 7.2 could be answered. Learners received better marks overall for the question 7.2. –option rather than question 7.1. Some of the learners answered question 7.1.1 well whilst others did not even attempt to answer it as they did not know what the S.W.O.T. analysis was, and therefore could not completely answer this particular question. Not all of the learners could explain what 'Funding Possibilities and Possible fixed and variable costs were. Many different possibilities were given.

7.1.3 Answers for this question seemed a bit vague as if learners were not sure what to answer. Learners battled to answer this question correctly. It seems that question 7.1.3 was possible not clear enough /or a bit vague and could have been asked in a different way.

7.1.4 The quality of the illustrations/pictures was of a high standard and this was evident in the small detail that was shown. Most of the learners answered this question correctly and received good marks.

7.1.5 Most of the learners answered this question correctly and received good marks.

7.1.6 Most of the learners answered this question correctly and received good marks.

7.1.7 Most of the learners answered this question correctly and received good marks.

**7.2** The quality of the illustrations/pictures was of a high standard and this was evident in the small detail that was shown.

7.2.1 Many learners answered this well but some of the answers to question 7.2.1 were incomplete due to the nature of the question e.g. 'for each' product. It seems that many learners did not read the question. As a result many learners did not analyse both products.

7.2.2 Most learners answered question 7.2.2 well with reference to the listed points in relation to Figure C. The quality of the illustrations/pictures was NOT of a high standard. Unfortunately not all Province's quality print of the illustrations/pictures was the same. The memo mentioned of a blue colour, yet no such colour was seen in the paper. This limited their answers as they couldn't see the blue typography; as such credit was given for the colour 'white'. Markers were very lenient in allocating marks in this specific question.

7.2.3 Most learners answered question 7.2.3 well in relation for Figures D,E and F as it was based on their own experience and/or opinion.

## REPORT 2: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE

### 1. STANDARD OF THE QUESTION PAPER

#### (a) Compliance to NCS, SAG and Examination guidelines

The Design Question Paper 1 complied with NCS, SAG and exam guidelines, thus appropriate for grade 12 levels.

#### (b) Cognitive skills assessed

The Design Question Paper 1 was of a high and fair standard as Bloom's/Barrett's Taxonomy was applied as there was an appropriate distribution of questions in terms of low, middle and higher order cognitive skills.

The 'choice' questions rather disadvantaged the learners than advantaged them. The general problem was that the learner did not read through the whole question relating to choosing two out of three given questions to answer. Thus resulted that some learners either answered all of the questions whilst others only answered one of the given choices. The former lost time and the latter marks.

#### (c) Difficulty level of question paper

Questions were all found to be fair and mark allocation for the various sections were given according to the LPG guidelines. The quality of the illustrations/pictures was of a high standard and this was evident in the small detail that was shown. Unfortunately not all Province's quality print of the illustrations/pictures was the same.

#### (d) Coverage of prescribed learning Outcomes and Assessment Standards

The paper covered the learning outcomes and assessment standards as prescribed in the NCS.

### 2. FAIRNESS OF QUESTIONS

All questions were fair

**3. LANGUAGE**

The language used for Grade 12 learners was appropriate.

**4. LENGTH OF QUESTION PAPER**

All candidates were able to complete the examination within the allocated time.

**5. USE OF APPROPRIATE TEXTS**

The texts/contexts used were relevant and appropriate.

**6. MARKING GUIDELINE**

The mark allocation for all questions was appropriate. The marking guideline/ memorandum provided alternative responses.

**7. RECOMMENDATION**

- It is imperative to standardise the quality of the printing of coloured question papers to avoid problems with inconsistent papers.
- Less optional or choices must be given to the learners. The option can be combined in ONE question
- When doing Design History it is necessary to let the learners answer the movements separately as it will make marking easier. A lot of unnecessary time was wasted in searching for facts as the answers were answered in an un-orderly way.
- A variety of designers used by the learners is always encouraged but it does waste time. E.g. time was wasted in the beginning of the marking session to research less well known designers. A suggestion would be for the subject advisor to collect the names of designers that schools have studied so that markers can compile some notes on the designers.

**8. TO THE NATIONAL EXAMINATION PANEL**

A big 'Thank you' for an excellent examination paper. Also, it is much appreciated to have the grade 12 exam papers printed in colour as it is a costly matter. We once again had a multi-cultural team to mark the papers. This was highly appreciated as well.