

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

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

# **REPORT 1: QUALITATIVE ANALYSIS OF LEARNER RESPONSES**

#### **REPORT FORMAT**

#### SECTION 1: (General overview of Learner Performance in the question paper as a whole)

The Design Question Paper 1 was of a high and fair standard as Bloom's/Barrett's Taxonomy was applied.

The mark allocation of the various sections was given according to the LPG. The quality of the illustrations/

pictures was of a high quality as all necessary detail was shown in most of the papers. The quality of the

illustrations/pictures was of a high standard, in particular the colourful pictures.

Most, if not all, of the learners completed the required total of 150 marks. The assumption may be made that the time allocation was correctly given and applied.

In general, the learners did very well as the majority of them had a good understanding of the various

Design terminologies. Questions varied from lower to middle to higher order of cognitive levels. This

resulted in most of the learners being able to answer question 1 and 7 as these were included in the lower

cognitive level. The language used and instructions given were clear, legible and easy to understand for the learners.

The marking memorandum corresponded well with the question paper. The allocation of the marks was set out well in the marking memorandum and matched the answers given by the learners.

To conclude, Design Question Paper 1 was of a high standard, read and marked easily.

# SECTION 2: Comment on candidates' performance in individual questions

QUESTION	14.
Most of the application	e questions were generally well answered. Answers included good analysis with good n of design terminology. Overall the learners did well and their knowledge was reflected in s. The background of multicultural learners was taken into consideration when certain
questions	were misinterpreted.
gave back	learners could answer question 1.1 correctly in relation to Figure A. The learners formulated and well-reasoned answers which include their own opinion based on a clear understanding and ground in design.
them	learners could answer this question correctly. The learners defined the concepts listed and applied appropriately to Figure B. The background of multicultural learners was taken into consideration this question was misinterpreted.
	learners could answer question 1.2.2 correctly and answered with reference to Figure B. Credit given for valid and reasonable answers.
SUGGEST	IONS FOR IMPROVEMENT IN RELATION TO TEACHING AND LEARNING
Educatora	about start teaching the basic design elements and principles elready in grade 10. The learners will
	should start teaching the basic design elements and principles already in grade 10. The learners will repared in grade 12 and have a deeper observation regarding design concepts. It is imperative that
•	nake use of appropriate materials to demonstrate design elements and principles. The learners will
	able to understand it but also apply it correctly.
,	

## **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 potions 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 3:** 

Most learners answered this question in an adequate manner. Pattern was dealt with by listing a series of symbols as seen in Figure B. Figure A was answered as a discussion of the line evident in the image provided.

- 3.1 Learners answered and explained this question well and according to the allocated marks. Although learners performed well in this question it was not often awarded full marks. International influences were not well discussed and more marks were awarded for local designers rather than international ones. The memo neither supplied many any answers to 'International influences'.
- 3.2 Most often learners could not answer the question. The statement 'Design is useless if it is not functional' was not understood by many learners and they found it difficult to relate the statement to the designers they chose to discuss. Also, many learners confused international with local designers and lost unnecessary marks.

# SUGGESTIONS FOR IMPROVEMENT IN RELATION TO TEACHING AND LEARNING

Educators should make the learners aware of the difference between international and local designers. Educators should guide learners through the process of applying basic art language to given concepts Although many learners would be able to discuss the points listed in question 3.2 in isolation, they could not apply the points to the given statement.

#### **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 B: DESIGN IN A SOCIAL/ENVIRONMENTAL CONTEXT QUESTION 5:

5.1.1 All of the learners answered this question well.

5.1.2 Most of the learners answered this question well. Some learners chose the same designers that they used in other questions and therefore lost marks unnecessarily. Many learners confused international with local designers.

5.2.1 Most of the learners answered this question well.

5.2.2 Not all learners used designers from the LPG or PAT documents. The question was answered well. Many learners unfortunately confused international with local designers.

5.2.2 This question was answered well; however, the contribution to social issues was not clearly stated except for employment and poverty alleviation.

## SUGGESTIONS FOR IMPROVEMENT IN RELATION TO TEACHING AND LEARNING

Educators need to teach the different designers. Learners also need to be exposed to many more different and diverse examples.

QUESTION 6: Most of the learners answered this question well. The following are problem areas which need to be addressed:

- Learners know the names of the designers but do not have information about the designer.
- Time was wasted in the beginning of the marking session to research unfamiliar designers. While the variety of designers used by the learners was encouraging it did also waste time.
- Learners who take both visual and design often muddled designers with visual artists.

6.1.1 This question was answered well by most learners. They easily spotted the similarity between the jail bars and the drain in Figure A.

6.1.2 This question was answered well in general.

6.1.3 This question had very few marks allocated for the amount of work that the learners submitted. This unfortunately wasted time that they could have used on other questions.

6.2.1 This question was creatively answered with a variety of solutions.

6.2.2 Learners wrote too much for the allocated marks.

# SUGGESTIONS FOR IMPROVEMENT IN RELATION TO TEACHING AND LEARNING

Once again, educators need to teach the different 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.

## 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.