
NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	DESIGN
----------------	--------

PAPER	1
--------------	---

DATE OF EXAMINATION:	NOVEMBER 2015	DURATION:	3 HOURS
-----------------------------	---------------	------------------	----------------

This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2016.

Your responses will be based on two parts:

Section 1: General overview of Learner performance in the question paper as a whole

Section 2: Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary)

- (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- (b) Why the question was poorly answered?
- (c) Provide suggestion for improvement in relation to teaching and learning
- (d) Describe any other specific observations relating to responses of learners
- (e) Any other comments useful to teachers, subject advisors, teacher development

2015 CHIEF MARKER'S REPORT – GRADE 12

PAPER 1: DESIGN THEORY

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

It is very pleasing to report that thirty one candidates achieved over eighty percent and that there were only four candidates who failed. There is also a more even spread of marks across the individual schools. This indicates better teacher and learner involvement with the content. Teachers must be complimented on their hard work this year.

Despite this there is still evidence that a lot of learners are not yet able to think critically. Part of this could be due to the fact that many of them are writing in a second language and do not understand the meaning of words and/or terminology used within the subject. For example, very few learners attempted question 1.2.2 because candidates were unsure of the three terms that they had to define by applying them to the given image in FIGURE B. Teachers are encouraged to supply learners with clear definitions and glossaries for each section. Once learners are more in command of the terminology that they are using they should find it easier to think laterally.

QUESTION 1

Q1.1.1 – The average score for this question was fifty one percent. Most learners could apply the principles, movement and contrast to the image, but they struggled to explain tone. It was recognised at the memo discussion that the bullet referring to 'Two dimensional form' was incorrect and so that point was marked leniently. Even so, it was pleasing to see how many innovative and well-reasoned responses there were.

Q1.1.2 – Many learners found themselves confused by the label 'Sheshwe **inspired** fabric' as the image is a recognised 'Sheshwe' design. This robbed them of a possible answer. They were also confused by the term 'Sheshwe inspired' combined with Basutho hats, which learners struggled to identify. Many were able to refer to the use of African patterns in the print and generally showed an understanding of the term 'African aesthetic'.

Q1.2 – Of the few that attempted this question, most struggled to connect the image with the terminology that they had to define. (See introductory paragraph of this report).

QUESTION 2

Q2.1.1 - The question was clear and straightforward and many candidates received full marks. It showed that learners can identify symbols and explain their meaning.

Q2.1.2 – In general learners either struggled to show understanding of a stereotype or they only see it as negative. Teachers must give learners examples of both positive and negative stereotypes, as well as a clear definition of the term.

Q2.2 – This was very well answered and many candidates achieved full marks.

QUESTION 3

Q3.1 – Many candidates could not explain 'proportion'. The term 'two- dimensional form' appeared here as well. Fortunately many learners were able to tell the difference between shape and form and as in question one this term was marked leniently. For colour some candidates

simply said that the one hat is blue and the other is black and white. Unless answers indicate some kind of design knowledge they could not be given marks. For example, the Zulu hat is a primary blue, or the colour of the Top Hat consists of black and white stripes which serves to unify the design.

OR

Q3.2 – This was not a popular choice of amongst candidates. A lot of learners were thrown by the fact that they were expecting a comparison between a Classical building and a Contemporary building that they had studied, instead of the building at Mapungubwe. This understanding stemmed from the exemplar in the textbook and the content gap workshop. Allowance was made for this in that if a learner simply compared a classical building with one that they had studied some marks were given for the description of the classical building.

The candidates that did attempt it found it easy to speak about the use of materials and building techniques in comparison with the Roman pantheon. Those that had not studied the Pantheon struggled with this. Most learners could not write about relation to the site. There was also the repetition of the incorrect term 'two-dimensional form' this time coupled with the term space, which made it confusing to learners. A few candidates did achieve full marks.

Some learners are still answering in table form which is not allowed. It was agreed that three would be the maximum number of marks that could be given for a comparison in table form, even if the information given is correct. It was also agreed that from 2016 no marks will be given.

QUESTION 4

Question 4.1- It is encouraging to see that learners have a much clearer understanding of the design movements in terms of their aims, influences, characteristics and works. The problem was that some candidates wrote about two separate movements without referring to the accompanying quote. This meant that the maximum number of marks they could achieve were seven per movement.

Question 4.2

Again marks were lost for not referring to the accompanying images when comparing the two movements, Modernism and Deconstructivism.

Teachers are encouraged to include questions in tests and worksheets where learners are asked to incorporate quotes into their discussion or compare design movements through given images. This encourages learners to think for themselves and encourages lateral thinking.

QUESTION 5

Question 5.1.1- Learners must be encouraged to read the requirements of the question very carefully as quite a few learners wrote about environmental responsibility in this question. Some were confused by the image of an environmentally friendly lamp and did not pay attention to the accompanying statement. Those that understood the question answered it well. It will help learners if they are given a clear list of what constitutes socially responsible and socially irresponsible. There was a tendency to say that if solar powered lamps were socially responsible then kerosene lamps were socially irresponsible, without any reasons being given. Learners must support statements to get marks.

Question 5.1.2 – Again the emphasis was on a comparison and not simply two separate essays. This was to encourage learners to think about social design in context to the wider world.

OR

Question 5.2.1- In this question some learners struggled to identify the difference between craft and design. Teachers must give a summary of these differences to learners and incorporate it in tests, worksheets and exams.

Question 5.2.2 – Some learners discussed a design product inspired by a craft instead of discussing a craft related to a specific culture, for example Zulu weaving. Those that understood the question answered it well.

Question 5.2.3 – This question was straightforward and if learners had enough content knowledge they achieved good marks.

QUESTION 6

Question 6.1 - Candidates enjoyed this question and many received full marks.

Question 6.2 – This question posed a problem for some learners because many designers are both environmentally and socially responsible. Although there is evidence that some learners do not know the difference between social and environmental design, As long as learners could motivate why the designer they were discussing fitted into the environmental category they received marks. When mentioning works by the specific designers it is also important that candidates describe the work as well otherwise they cannot receive marks for it.

1. STANDARD OF THE QUESTION PAPER AND MARKING GUIDELINE:

a) Compliance to CAPS and Examination Guidelines.

The paper complied with CAPS and the examination guidelines.

b) Cognitive skills assessed.

There was an appropriate range of Higher, Middle and lower order questions.

The structuring of the questions was also good in that it required more lateral and critical thinking from candidates, but there were also enough lower and middle order questions that allowed the weaker candidates to achieve.

2. FAIRNESS OF QUESTIONS:

Questions 1.1.1, 3.1 and 3.2 all asked candidates to discuss 'two-dimensional form', This is not a correct design term and confused candidates. Fortunately candidates had to choose Q 3.1 or Q3.2. It counted four percent of the total mark.

Question 3.2 – Teachers were of the understanding that candidates would write about a classical building and one contemporary building that they had studied. This question did not allow them the option of doing this and there was no instruction to teachers. Despite this the question showed which learners can think for themselves and it encouraged the learners to think rather than to simply rely on rote learning. Learners also had the option of answering Question 3.1 or Question 3.2 so they were not forced to answer 3.2.

Question 5.1 – The fact that an image with an environmental emphasis was used in the social section confused some learners.

3. LANGUAGE

Language was clear and appropriate throughout.

4. LENGTH OF THE QUESTION PAPER:

Very few candidates left questions out and most were able to write full answers to Questions 5 and 6. This showed that there was enough time for each question.

5. USE OF APPROPRIATE TEXTS:

Q 5.1 – The labeled image began with the term solar power which may have confused candidates into thinking that it was an environmental question if they did not read the question carefully enough.

Other quotes and texts were appropriate to the questions they were placed in.

1. MARKING GUIDELINE:

The marking guideline was clear and made allowances for the incorrect terminology used in Questions 1 and 3. Learners were marked more leniently. The marking guideline also catered for all alternative responses.

2. RECOMMENDATION:

The paper and marking guidelines are in line with curriculum requirements and the required cognitive levels. It was very thoroughly marked and forty-one percent of the one hundred and twenty eight scripts were moderated.

I have no hesitation in recommending that the Raw Marks are accepted.

<u>Mrs B. Haggard</u>	<u><i>B. Haggard</i></u>	<u>12:12:2015</u>
NAME OF INTERNAL MARKING MODERATOR	SIGNATURE	DATE