

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

QUESTION 1:
Most of the questions were generally well answered. Answers included good analysis with good
application of design terminology. Overall the learners did well and their knowledge was reflected in
their marks. The background of multicultural learners was taken into consideration when certain
questions were misinterpreted.
1.1 Most learners could answer question 1.1 correctly in relation to Figure A. The learners formulated and
gave well-reasoned answers which include their own opinion based on a clear understanding and
background in design.
1.2.1 Most learners could answer this question correctly. The learners defined the concepts listed and applied
them appropriately to Figure B. The background of multicultural learners was taken into consideration
when this question was misinterpreted.
1.2.2 Most learners could answer question 1.2.2 correctly and answered with reference to Figure B. Credit
was given for valid and reasonable answers.
SUGGESTIONS FOR IMPROVEMENT IN RELATION TO TEACHING AND LEARNING
Educators should start teaching the basic design elements and principles already in grade 10. The learners will
be better prepared in grade 12 and have a deeper observation regarding design concepts. It is imperative that
educators make use of appropriate materials to demonstrate design elements and principles. The learners will
not only be 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.
down politics of points in random order and contexts to make up make 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.
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.
Forms to and Green controller

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.

experience and/or opinion.	TI

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.
3
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 let of unprecessary time was wested in consuling for facts as the answers were
	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

8. TO THE NATIONAL EXAMINATION PANEL

markers can compile some notes on the designers.

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.

would be for the subject advisor to collect the names of designers that schools have studied so that