



CHIEF MARKER'S REPORT

SUBJECT:

DESIGN P1

1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

QUESTION 1

QUESTION 1 aims to test visual literacy, i.e. candidates' ability to make value judgements informed by a clear understanding of design (e.g. their ability to analyse the use of the elements and principles of design as well as of the application of design concepts such as functionality and aesthetic appeal). This relates to AS 1. The question also tests the candidates' understanding of design terminology (AS 2).

Most learners found QUESTION 1.1.1 difficult to answer. Very few learners answered the question directly, i.e. debated whether the 'marriage' of two styles was successful. Instead they discussed the success of the structure and the use of the elements and principles. They need to take note that in contemporary South African design the fusion of different design styles stemming from the different cultures in our country is a current trend that they need to be able to evaluate with supportive statements.

In QUESTION 1.1.2 many candidates could refer to THREE design principles and could discuss their use in this design. Quite a few candidates listed ELEMENTS instead of principles. Learners must make sure that they understand the difference between the elements and principles. The principle Unity and Variety was generally not well explained.

QUESTION 1.2.1 Learners fared well in this question. They knew the meaning of each of these terms and could analyse their use. They must learn, though, to elaborate more on the actual effect the use of the element has on the 'feel' of the design, e.g. that the dominance of white supplies a pure, calm atmosphere.

QUESTION 1.2.2 was a straightforward question which was generally answered well. Learners did not always supply sufficient information. They need to take note of the mark allocation and must see to it that they supply a separate, valid point for each mark.

QUESTION 2

QUESTION 2 tests candidates' ability to understand and explain how designs use images, signs and symbols to convey overt and hidden messages and how these can reinforce or challenge stereotypes (AS 3). Candidates' knowledge of design terminology is also tested again here (AS 2).

Most learners could supply a clear answer here. Some did not refer to the design layout. Learners must practise answering questions directly.

QUESTION 2.1.2: This was a straightforward question and most learners answered it correctly.

QUESTION 2.1.3: Learners were expected to supply at least three reasons why this design reinforces or does not reinforce stereotypes. Many only supplied one reason, i.e. that it encourages the belief that one is not good enough if one does not have 'ideal' features. They need to make sure that they supply sufficient information to gain the marks required and must be encouraged to be on the lookout for other forms of discrimination such as race (e.g. that a white model has been used), gender (e.g. that a woman has been used) and age (e.g. the model is young).

QUESTION 2.2.1: This question was answered well. Learners have learnt to identify and explain symbols.

QUESTION 2.2.2: Most learners could answer this question. A few did not understand the meaning of 'inclusive' and 'exclusive'. These two terms need to be understood as they are very relevant in the South African context.

QUESTION 3

QUESTION 3 tests candidates' ability to investigate, reflect on and interpret information from various sources that show global influences shaping the development of design – highlighting the connections between International and South African design examples(AS 4)

QUESTION 3.1.1: Candidates could mostly only supply one reason why the creation of an own identity as a designer is important, i.e. that it would ensure that their designs are unique. Once again, they lost marks because they did not ensure that sufficient information was given to gain 4 marks. They need to be guided to think in more depth concerning the issue of design and the creation of identity as this is also an important concern in contemporary design. They need to practise debating this issue verbally and in written form.

QUESTION 3.1.2 required a comparison of the two images of ceramic pots supplied. Candidates fared reasonably well, but they are not comparing properly. From next year they will be required to compare in essay form, clearly comparing one aspect at a time. Teachers must make sure that learners are taught how to compare in this way as tables will not be accepted. This type of question is a higher order question and needs practise. Learners will also have to be taught how to select the aspects that need to be compared, i.e. aspects that are clearly relevant – these are in most cases the elements and principles. In this question relevant aspects would be elements of design such as form, line, colour and texture and principles of design such as unity, emphasis and balance. When referring to an element, e.g. colour learners tend to made generalised statements such as 'the colour differs' instead of being specific, e.g. 'FIGURE A displays earthy African colours such as orange and brown whereas FIGURE B displays a cool blue-green colour. Many learners referred to inconsequential aspects that had already been supplied such as the fact that the designer of FIGURE A is a South African and the designer of FIGURE B is from the Netherlands.



Ikamva eliqaqambileyo!

Many learners struggled with the answering of QUESTION 3.2 as they did not know all the criteria that make up a Proudly South African product. This knowledge was not specifically prescribed by the curriculum but it is advisable that learners stay in touch with all current South African design (as well as International) concerns so as not to be caught unawares by this type of question. The reading of design magazines and of design articles on the Internet is recommended. Many learners did think for themselves, managed to name an appropriate designer and product and could point out aspects of the design that were uniquely south African and that did celebrate our heritage. Very few were aware that quality craftsmanship and good, legitimate business principles form part of this campaign.

QUESTION 4

QUESTION 4 focuses in more depth on AS 4 where candidates' knowledge of global influence is tested.

QUESTION 4.1 is mainly factual, testing retention of information. Candidates fared better this year with this question. Many did supply enough facts to do well. A few schools are still not ensuring that learners know at least two aims, two influences and five general characteristics for each movement and that they are able to name two designs and analyse one for each of the seven movements. Some candidates are still losing unnecessary marks due to not knowing this work. Teachers must ensure that learners know this work well as they can obtain marks easily here, as little application of knowledge is required.

QUESTION 4.2.1: Candidates mostly knew the name of a Bauhaus designer but many could not name a Pop designer.

QUESTION 4.2.2 Some candidates fared well with this question and others did not. They did not know which aspects to compare and did not know the two movements well enough. They were not penalised if they did not compare properly – many supplied separate information on each. This will not be accepted next year.

QUESTION 5

QUESTION 5 expects candidates to demonstrate an understanding of the ways in which design can be used to reinforce or challenge social, cultural and ethical issues (AS 7)

QUESTION 5.1.1: Most candidates understood this question and could answer it. Once again they did not supply sufficient points to gain full marks.

QUESTION 5.1.2: Candidates did not answer this question well They did not answer the question directly, i.e. they did not analyse the images carefully and clearly in order to prove that they are suitable or not to convey the message of the poster. Learners must learn to look closely at what has been depicted to see what messages are conveyed and must be able to supply motivated evaluations.



QUESTION 5.2: Most candidates knew and could discuss the work of relevant designers for this question. Some made use of environmental designers here and were not penalised for that if they could explain in which ways they have positively changed the way people live. They did then struggle to come up with new designers to discuss in QUESTION 6, which focuses specifically on Environmental designers.

QUESTION 6

QUESTION 6 tests candidates' understanding of the ways in which design can be used to reinforce or challenge environmental issues (AS)

Both QUESTION 6.1.1 and QUESTION 6.1.2 were generally well-answered. Learners were clearly well-prepared for a question dealing with recycling and most candidates knew a local, environmentally aware designer. Some did not have enough specific information at hand and made broad, sweeping statements.

QUESTION 6.2.1: Most candidates failed to grasp the 'message' of these packaged 'waste'. They need to be exposed more regularly to contemporary design relating to environmental issues.

QUESTION 6.2.2: Candidates handled this question reasonably well. They mostly referred to Julie Bargmann as an example of an International environmental designer. Many did not know her work in enough depth and made sweeping statements such as 'she transforms ALL toxic areas into washing systems and parks/picnic areas' instead of referring to the specific example 'Testing the Waters' as if this is all she does. They need to be able to refer briefly to at least one other design of hers.

QUESTION 6.3: Most candidates knew enough environmentally aware designers to be able to refer to another one here. Some learners knew the aims, influences and characteristics of designers as well as at least one design in detail and did very well but others gave too little information. Teachers must encourage learners to know these prescribed designers well as marks can easily be obtained in this type of question as little application of knowledge is required.

QUESTION 7

QUESTION 7 tests learners understanding of marketing design products in terms of target markets, packaging and advertising (AS 9) and also tests their understanding of responsible design taking in account consideration of human rights (AS 10).

QUESTION 7.1.1: Learners were well-prepared for this question and knew the main aspects of a business plan as well as the meaning of the SWOT and PESTLE plan. They need to practise writing out a full SWOT and PESTLE analysis for a specific or imagined business as this is also required. Many just supplied the meaning of each acronym but did not apply it to the Lehman Supertramp design. They were not penalised this year but in future they should be able to apply the analysis – e.g. that the strength of the Lehman 'supertramp' design is that it is energy sufficient.



QUESTIONS 7.1.2 – 7.1.5 were all simple, straightforward questions that were generally answered well. Learners could use their common sense to answer these questions; they did, though, not answer QUESTION 7.1.2 and 7.1.5 in enough detail to supply enough points for the marks to be gained.

QUESTION 7.2.1: Although the characteristics of Visual Merchandising are not specifically prescribed content learners managed to answer this question well due to the visual information that was supplied to guide them.

QUESTION 7.2.2: Candidates managed to point out the most important differences between these three exhibition stands but, again, many were not guided by the mark allocation and supplied too little information.

QUESTION 7.2.3: Most candidates could name an appropriate target market for each of the supplied design products.

QUESTION 7.2.4: Learners were expected to 'prove' that they would be a valuable asset to a company in some way in their covering letter and most learners listed their positive attributes here. Where these overlapped with the CV marks were not given.

7. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS

All advice has already been supplied in the analysis of the answering of the questions.

8. ANY OTHER COMMENTS

Results have improved and teachers seem to have a better understanding of the syllabus.