

## CHIEF MARKER'S REPORT

<b>SUBJECT:</b>	<b>DESIGN P2</b>
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### 1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

#### QUESTION 1

Paper 2 is a practical exam that requires learners to produce a finished product, as well as to show evidence of the process involved in developing that product. The paper consisted of only two options of which learners had to choose one. In this respect this section is not applicable; see moderators' comment at the end of this report.

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

Teachers must ensure that their principals set aside 18 hours in the Fourth term for this practical exam. If learners were not able to do the process work in the third term extra time should also be set aside in the Fourth term for this. Many learners' final practical exam was not as good as their year work due to a shortage of time.

### 8. ANY OTHER COMMENTS

#### **Any other comments that would be useful for teachers and subject advisors:**

In general we felt that the overall standard of the work was a little higher than in 2009:

- In many cases the craftsmanship of the final product has improved, for example products are sturdier and have a better finish. Surface decoration also links better to the overall form.
- There is a better understanding of the link between process and product.
- Source work is more thorough and the development of ideas is clearer.
- Teacher's project briefs are more creative and imaginative and show that teachers are coming to grips with the subject of Design.

We notice that some schools can still pay attention to:

- Project briefs that clearly itemize the research process.
- The research process in certain cases needs to be more thorough and learners must be encouraged to explain their thinking through more written information as well as visual images in their process work (sourcebook). For example they can explain why they have chosen certain images, where they have got their inspiration from as well as how they have made use of the elements and principles and why.
- Not all teachers are developing their learners drawing skills and are not presenting substantial tonal drawings. These tonal drawings must be perceptual based on direct observation of objects relevant to the theme.
- The ordering of their sourcebooks with reference to the contents page as well as clearly labelling tasks 1, 3 and 5, as well as clearly labelling the June and final exam.
- The completion of all the required mark sheets for moderation before the time.

Some schools are still not linking their briefs clearly enough to the theory. We must also once again point out that FINAL EXAM work must NOT be done outside of the school premises or at any stage be removed from those premises. In some cases work that had already been marked was not presented for moderation, this is NOT acceptable. Teachers must store the candidates year work so that this does not happen and if this is not possible and there is a fear of work getting lost teachers must photograph works so that there is proof of this work having been done. We also recommend that principals and teachers warn Grade 12 Design learners how important it is that all their work must be presented for final moderation. Work that is not presented cannot receive a mark.