



ASSESSMENT & EXAMINATIONS

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NSC 2011 CHIEF MARKER'S REPORT

SUBJECT	DESIGN
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PAPER	1
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SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

In general the marks are higher this year and with one or two exceptions teachers must be commended for the extra effort they have put in so that learners were exam ready. Having said this there are some overall pointers that teachers need to take note of.

1. Learners must learn to refer to artworks and designers names in inverted commas or they must be underlined.
2. Candidates must be taught exam skills so that they apply the information to the question as it is asked. The more learners work with old exam papers and memos the more they will provide relevant information. It will also assist them in answering questions correctly.
3. Learners must also focus on the correct spelling of names and works.
4. It will facilitate the marking process if teachers supply lists of the designers that they are studying for the year.
5. There must be a lot more focus on getting learners to understand the meaning of the terminology used. GLOSSARIES are very important.
6. Please read and make use of the information provided in this report.

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

In general candidates design literacy has improved. They are more clearly able to identify the elements and principles although they are still not able to explain the impact the use of these terms have on the overall design. It is pleasing to see that a fair number of candidates were able to apply the use of the Gestalt principle of 'good continuation' with understanding.



(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 1.1.1

Candidates must also learn to support their statements by means of direct reference to examples given in the question. For example the items in Figure A show South African identity through the use of repetitive circular patterns which are traditionally used in various forms of decoration by some South African cultures.

Question 1.1.2

Pattern:

Most learners were able to give a satisfactory definition but in a few cases learners did not refer clearly enough to the work to support their definition.

Texture:

Some candidates are still giving one word answers and in the future they must be reminded that one word answers that do not show any reasoning cannot achieve full marks. For example – ‘Bumpy’, ‘Smooth’ and ‘Hard’. For example a full sentence could be as follows: ‘Because the item of jewellery is made out of metal it has a smooth hard feel.’ Candidates must also be able to differentiate between Visual and Actual Texture. This was not always evident.

Question 1.1.3

Learners need a deeper a deeper understanding of the underlying meaning of the Gestalt Principles. Learners must understand that the Gestalt Principles are about identifying those things within a design that are common so that the design reads more easily as a whole. For example in the Gestalt Principle of Good Continuation it states that ‘when elements are arranged in a straight line or on a smooth curve they appear as a group’.

Question 1.2.1

Most candidates identified the terms correctly within the given design, but frequently omitted to support their answers with a clear example. For example they are able to say that lines are straight and move in diagonals but are not able to say that it creates a dynamic effect. They say that the lines are thin but they are not able to say that this thin quality adds to the spaciousness of the design. Some learners need to look at a design in more depth, for example they could also have referred to the linear quality of the frame in that it makes use of horizontal and vertical beams placed at right angles. The thicker lines of the frame contrast with the thinner lines of the shelves.

Question 1.2.2

Most candidates understood the terms functional and aesthetically pleasing which is an improvement on last year. Here again learners must motivate their statements by referring to the given example. For instance if they refer to the bookshelf as being aesthetically pleasing they could support it by saying it is simple with no unnecessary additional detail.

(a) Provide suggestions 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 etc.
Teachers must keep on doing analysis of examples on a regular basis, from both known and unknown examples. They must also familiarise learners more with the meanings of the terms used.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Many learners did not fully understand or misread the question and as a result they supplied irrelevant answers. One possible reason could be that the preamble to the question is too long and they may either have missed the point of the question or have been confused by it. The question is very open though and allows for many different interpretations.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Many candidates still do not fully understand the meaning of the term stereotype and were therefore not able to identify bias and prejudice in the question. Candidates generally understood the meaning of responsible design practice. In certain schools teachers need to give learners more specific guidelines so that they can discuss and debate this issue.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Learners need to be able to identify a wider variety of stereotypes and therefore in class they need to be given examples and worksheets of many different types. They should not just be exposed to the standard stereotypes such as the 'dumb blonde' or the weak woman. For example in this advert learners were not able to point out that it was bias or prejudice to consider all clients to be fat/mean/demanding. Technology does not necessarily have to be seen as a threat which is another example of stereotypical thinking. In other words teachers have to create an awareness in learners of a deeper and broader understanding of the meaning of bias and stereotype as well as discrimination
(d) Describe any other specific observations relating to responses of learners
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 3.1 Due to a printing error the whole of Question 3.1 was officially declared null and void by the National and Provincial bodies and did not receive any marks. Every learner received a paper with FIGURE A missing). It was decided that this 10 mark question would not count and that the whole question paper would therefore count out of a 140 marks.

Question 3.2

Question 3.2.1

Most learners achieved at least one mark for a reference to the use of traditional beading techniques on a garment thereby making it unique. Although relatively few commented on the fusion of western and traditional South African influences.

Question 3.2.2

It is pleasing to see that nearly all learners are now able to differentiate between local and international designers. Many learners chose to write about Carrol Boyes or Bongiwel Walaza.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 3.2.1

Again learners are not thinking broadly or deeply enough. It was a rare candidate that mentioned that the Zulu beadwork patterns themselves could have symbolic meaning which adds to the uniqueness of the coat.

Question 3.2.2

Some learners wrote that Walaza designed Xhosa dresses and shweshwe instead of saying that she was inspired by traditional styles and materials. Many learners still do not give an analysis of one work by the designer they are discussing. Many learners just regurgitate information without really applying it to the question which results in a lot of unnecessary information being given.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Question 3.2.2

Learners must spend more time answering old exam papers so that they can learn to answer only the requirements of the question and not get caught up in giving irrelevant information. It will help learners if the teachers break down learning information into categories, (background, aims, influences and general characteristics which includes the use of the elements and principles and the materials and technology that have been used). For each movement and designer studied learners must have examples of at least two works and at least one must be an in depth analysis which they must learn.

(d) Describe any other specific observations relating to responses of learners

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 4

Most learners could answer this question without any problem. The majority of learners chose to write on the Arts and Crafts movement and Art Nouveau. A few wrote on Pop/New Age and/or Modernism. Only one or two wrote on Post Modernism.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 4.1

Question 4.1 is mainly factual, testing retention of information.

Learners answered this question reasonably well, but it was clear that they only had a general grasp of each movement. They need to know more general characteristics for each movement – often they could only mention two or three. They also to know more influences and need to be able to explain these influences. Most were able to name one designer and a work but it would stand them in good stead if they could analyse the work in more depth.

Some learners did not know the aims of the movement.

Question 4.2

Learners need to learn to write a comparison in paragraph form. Most learners are doing this now as it was a specific requirement for this year, but some schools are still comparing in table form. A few learners are still writing two separate essays – this will not be marked at all next year.

Learners could pick out the main Bauhaus and Art Deco characteristics visible in the two supplied examples, showing that they understood the two movements' aims. They need to work at comparing only one aspect at a time, for example, form, then line, then colour, then texture, etc.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Teachers must emphasize the importance of this content. Learners lose a lot of marks if they do not know the work as it counts 30 marks of the paper. They must also ensure 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.

Learners need to be given more comparisons to do in class and for home-work and need to be guided in how to select relevant aspects to compare. Learners must also be given access to previous exam papers as well as their accompanying memoranda as they are crucial learning aids.

(d) Describe any other specific observations relating to responses of learners

All specific observations have been mentioned above.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

QUESTION 5

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 5 deals with socially responsible design and learners again showed a better understanding of this concept. When learners had to analyse designs which may or may not reflect social responsibility they were often not able to express their ideas clearly and with direct reference to the works.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Questionh 5.1.1

Learners mostly supplied creative answers for this question. They noticed at least one advantage and one disadvantage of this interactive bus advertisement. They must be encouraged to supply at least as many well-supported statements as marks required. The question counts 4 but most learners received 2 marks.

Question 5.1.2

Many learners did know an International socially aware designer and could supply some general information regarding the designer. Often learners focused on background information regarding the designer and did not give enough information regarding the designer's actual work, for example general characteristics regarding use of materials, techniques, typical shapes, lines, colours and textures. They also often could supply the name of a design but could not describe and analyse it in enough depth.

Quite a few learners are still confusing local with international designers as well as social with environmental designers.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Teachers must ensure that learners know their case studies, i.e. contemporary Local and International designers in more depth and must put more emphasis on general characteristics of the work and on analyses of actual designs – at least one per designer.

They must also ensure that learners are able to point out why a designer is considered socially or environmentally conscious.

It is advised that teachers make very certain that learners know exactly which designers are local and which are International and also that they are very clear about which are socially conscious and which are environmentally aware.

(d) Describe any other specific observations relating to responses of learners

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Teachers are requested to send their notes on individual designers/ case studies that are not in the supplied textbooks to the examiners so that marking of can be made easier.

QUESTION 6

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Most learners fared well in this question. They could compare the materials used in the supplied examples with ease and they could also discuss the effects of the use of these materials on the environment. Learners are far more aware of the current environmental crisis and of the role of the designer in the avoidance or the alleviation of further damage. A more in depth understanding of how the designer can get involved can be encouraged.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 6.1.1

Learners could compare the materials used and could point out sufficient advantages of recycling material and disadvantages of destroying vegetation.

Question 6.1.2

Most learners could discuss the work of a local, environmentally aware designer. Many were not able to describe a product in enough depth – they need to be able to describe a product by referring to the designer’s use of the elements and the principles in this work, as well as of materials and techniques use in its production. Learners focus too much on the designer’s background and also often supply vague, generalized statements that don’t show a real understanding of the work.

Learners often supply the name of a design incorrectly – they must be encouraged to supply the full correct name and must either underline it or write it in inverted commas. The first letter of each main word must be written in a capital letter, for example, ‘Testing the Waters’ or ‘Reworking Southworks’.

Learners could mostly point out how the work addresses environmental issues.

6.2.1

Learners could supply some reasons how these works contribute to a ‘higher’ environmental value, but hardly any were able to come up with 5 reasons. They need to supply at least 5 different reasons to achieve full marks.

6.2.2

Many learners did know the name of an International environmentally aware designer, but supplied insufficient information regarding the designer’s actual work. Many learners discussed the work of Julie Bargmann but referred in a very vague fashion to her projects – facts were often not completely correct. When they named an example of her work they mostly named ‘Testing the Waters’, but most candidates were unable to describe this work in detail – and when they did describe it details were incorrect, for example, many just referred to the creation of a park but not to the creation of a system of dams that systematically purifies the acid mine drainage.

6.3

Learners who chose this question mostly did well. This content could be prepared in advance. The same problem applies here as in previous questions that require content knowledge of specific designers – learners do not know the work of the designer in enough detail.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Teachers must make sure that learners not only know the names of the works but that they can also discuss them coherently. For example many of those who wrote on Julie Bargmann said that she had a technique called ‘Acid Mine Drainage’, whereas in fact the term refers to a particular type of pollution that she is trying clean up. Others just wrote the initials of her company (D.I.R.T) without relating it to any other facts, so they could not receive any marks for this.

(d) Describe any other specific observations relating to responses of learners

It is important when discussing the work of designers like Julie Bargmann where the environment is the design work that the information is broken down by the teacher into sections as mentioned previously. This includes context/background, aims, influences and the general characteristics of her work which the learner must be able to apply to a specific work.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

QUESTION 7

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 7.1

More candidates opted to answer question 7.1.1 than 7.2.2 and generally they fared well.

7.1.1

Very few learners actually got full marks for this question because they did not qualify their statements. It is not an answer when you simply give a fact, the learner must also explain that fact to show their understanding of it and how it applies.

7.1.2

Most learners were able to mention at least one element. Quite a few are still confusing as to what an element is and what a principle is. This is basic information which they must know by Grade 12 because it results in an unnecessary loss of marks.

7.1.3

Most learners could identify what the acronym SWOT stands for and were able to give a valid reason for each one. In the cases where they did not give the meaning of each letter, but gave two facts for that letter they received two marks.

7.1.4

Learners struggled with this question which relates to the differences between Visual Arts and Design. Very few could say that sculptural art is more about its aesthetic value and message, whereas in design the focus is on design in terms of producing a functioning and aesthetically pleasing product. This was a higher order question in that it was worded in such a way that the learner had to work it out for themselves. The clever candidates had no problem with this, but in general the responses were very poor.

Question 7.2

7.2.1

Some candidates answered this very well and others simply gave the meaning of each term.

7.2.2

Most candidates could give FIVE important elements of a good display.

7.2.3

This required some overlap of information with the above question and most candidates gave good answers.

7.2.4

This also was very straightforward although in some cases candidates misread the question.

7.2.5

This is the only question in which candidates could supply one word answers and most candidates could supply four possible careers in design.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

7.1.1

Learners must learn to qualify/motivate statements, for example, in 7.1.1 under the question - 'Target Market for the Re-energy bicycle learners could say 'The product has a limit in its target market in that not all age groups would be physically able to use it and the poorer person who could really benefit from it would probably not be able to afford it.'

Very few learners appear to understand that costing and pricing is a very important part of designing and making a product and that it must cover all costs including materials, monthly overheads and production costs, advertising and transportation of materials as well as sending the product to various retail outlets.

7.1.2

To give an element is not enough. Learners must apply it to the example and say how it has been used.

Question 7.2.1

Many learners did not do well in this question because they either misread the requirements of the question or simply did not understand the terminology that they had to explain.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Question 7.1

Again teachers need to break down the required information for learners and get them to do worksheets as homework in which they have to cost and price a 'design' product. Teachers must also focus on teaching the broader aspects of design, such as the meaning of social responsibility in design and what makes a good designer. In this question learners had to be able to identify the difference between visual arts and design.

Question 7.2

It is important to ensure learners understand the terminology for each section.

(d) Describe any other specific observations relating to responses of learners

e) Any other comments useful to teachers, subject advisors, teacher development etc.

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